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Course Profiles

District School Board Writing Partnership

Course Profile

Basic Literacy Skills

ELDBO
Level 2
Open

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

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Course Overview
English Literacy Development, Basic Literacy Skills, Level 2, Open

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Identifying Information

Course Title: Basic Literacy Skills
Course Type: Open
Development Date: February 2000
Ministry Course Code: ELDBO
Credit Value: 1
Secondary Policy Document: ESL/ELD
Course Developers: Hazel Excell, Sandra Katz, Alison Kelsey, Barbara Landry, Barbara Leitch, Lesley Macdonald, Paula Markus, Betty Ann Taylor, Moira Wong

Description/Rationale

This course helps students to develop basic literacy skills and to understand the changing world around them. Students read for information and enjoyment, expand their vocabulary, produce some simple forms of writing, and develop and use fundamental study skills. Students also learn to participate effectively in group tasks and to use school and community resources.

Unit Titles (Time + Sequence)

Unit 1	Ad Smart	25 hours
Unit 2	Adventures: Journeys into the Unknown	20 hours
Unit 3	The Community: Beyond Your Front Door	20 hours
Unit 4	Planning Your Personal Path	20 hours
Unit 5	Newspapers: Read All About It!	25 hours

Unit Organization

Unit 1: Ad Smart

Time: 25 hours

Description

Students identify and begin to analyse advertisements found in environmental print, newspapers, magazines, radio, and television. Students locate and understand key information found in ads, design coupons, write and illustrate simple ads, and create and perform dialogues. The writing activities focus on descriptive words, completing charts and forms, and creating vocabulary and response logs. Teachers assist students in using word-processing and graphics software to enhance their print advertisements. As a culminating activity, students individually create a print ad and present it to the class.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01L, BORV.02L, BORV.03L; BREV.01L, BREV.02L, BREV.03L, BREV.04L; BWRV.01L, BWRV.02L, BWRV.03L; BSCV.03L, BSCV.04L.
Specific Expectations: BOR1.01L, 1.02L, 1.03L, 2.01L, 2.02L, 3.01L, 3.02L, 3.03L; BRE.01L, 1.02L, 1.04L, 1.05L, 1.06L, 2.01L, 2.02L, 2.03L, 3.01L, 3.02L, 3.04L, 4.02L, 4.03L; BWR1.01L, 1.02L, 1.03L, 1.04L, 1.05L, 2.01L, 2.02L, 2.03L, 2.04L, 2.05L, 3.02L 3.03L, 3.04L; BSC2.01L, 2.05L, 2.06L, 2.07L.

Unit 2: Adventures: Journeys into the Unknown

Time: 20 hours

Description

This unit uses the themes of adventure and travel to heighten interest in reading and writing. Students have the opportunity to share personal adventures, read simple fiction and non-fiction, extract information from reference texts, and maintain a log of reading materials. Students use some elements of the writing process to plan their writing. As a culminating activity, students individually create and present an illustrated travel adventure album.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01L, BORV.02L, BORV.03L; BREV.01L, BREV.02L, BREV.03L, BREV.04L; BWRV.01L, BWRV.02L, BWRV.03L; BSCV.03L, BSCV.04L.
Specific Expectations: BOR1.01L, 1.02L, 1.03L, 2.01L; BRE1.01L, 1.02L, 1.03L, 1.04L, 1.05L, 1.06L, 2.02L, 3.02L, 3.04L, 4.01L, 4.02L, 4.03L, 4.04L; BWR1.01L, 1.05L, 2.01L, 2.02L, 2.03L, 2.04L, 3.01L, 3.02L, 3.03L, 3.04L;BSC2.01L, 2.04L, 2.05L, 2.06L.

Unit 3: The Community: Beyond Your Front Door

Time: 20 hours

Description

This unit provides an opportunity for students to become better acquainted with their community and its resources. Using short fiction and non-fiction materials, students examine jobs and services in communities throughout Ontario. Students research services in their own community and participate in identifying and discussing community issues. The unit provides further opportunities to develop appropriate vocabulary as well as accuracy in verb tenses. For the culminating activity, students develop questions about their community for research; gather, record, and chart their information; and demonstrate their knowledge of their community by organizing a classroom Community Fair.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication: Reading: Writing; Social and Cultural Competence
Overall Expectations: BORV.01L, BORV.03L; BREV.01L, BREV.02L, BREV.03L, BREV.04L; BWRV.01L; BWRV.02L, BWRV.03L; BSCV.01L, BSCV.02L, BSCV.03L, BSCV.04L.
Specific Expectations: BOR1.01L, 1.02L, 1.03L, 3.03L; BRE1.01L, 1.02L, 1.03L, 1.04L, 1.05L, 1.06L, 2.01L, 3.01L, 3.02L, 3.03L, 3.04L, 4.01L, 4.02L, 4.03L; BWR1.01L, 1.02L, 1.03L, 1.05L, 2.01L, 2.02L, 2.03L, 2.04L, 2.05L, 3.02L, 3.03L, 3.04L; BSC1.01L, 1.03L, 2.01L 2.02L, 2.05L.

Unit 4: Planning Your Personal Path

Time: 20 hours

Description

The focus of this unit is to help students identify and present some key personal and educational goals. Through the introduction of a variety of learning strategies and study skills such as time management techniques, notebook organization, and homework logs, students develop their ability to organize for school success, interact more confidently in the school environment, and plan for their future. Students create a personal time capsule that reflects their current situation and plans for their future.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication: Reading: Writing; Social and Cultural Competence
Overall Expectations: BORV.01L, BORV.02L; BREV.01L, BREV.02L, BREV.03L, BREV.04L; BWRV.01L, BWRV.02L, BWRV.03L; BSCV.03L, BSCV.04L, BSCV.05L.
Specific Expectations: BOR1.01L, 1.02L, 1.03L, 2.01L, 2.02L, 3.03L; BRE1.01L, 1.02L, 1.03L, 1.04L, 1.05L, 1.06L, 2.01L, 3.01L, 3.02L, 3.03L, 3.04L, 4.01L, 4.02L, 4.03L; BWR1.01L, 1.03L, 1.04L, 1.05L, 1.06L, 2.01L, 2.02L, 2.03L, 2.04L, 2.05L, 3.03L, 3.04L; BSC1.03L, 2.01L, 2.03L, 2.04L, 2.05L, 2.06L, 2.07L, 3.01L.

Unit 5: Newspapers: Read All About It!

Time: 25 hours

Description

Students examine a newspaper's structure and common language elements such as the short phrases of headlines and basic newspaper vocabulary. The newspaper is used as a vehicle for developing reading fluency and for becoming better informed about community, national, and global issues. Students apply the stages of the writing process as they develop accuracy in written communication through writing short newspaper items. The culminating activity is the design and publication of a class newspaper using simple word-processing and graphics software.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication: Reading: Writing; Social and Cultural Competence
Overall Expectations: BORV.01L, BORV.03L; BREV.01L, BREV.02L, BREV.03L, BREV.04L; BWRV.01L, BWRV.02L, BWRV.03L; BSCV.01L, BSCV.03L, BSCV.04L.
Specific Expectations: BOR1.01L, 1.02L, 1.03L, 3.02L, 3.03L; BRE1.01L, 1.02L, 1.03L, 1.04L, 1.05L, 1.06L, 2.01L, 3.01L, 3.02L, 3.03L, 3.04L, 4.02L, 4.03L; BWR1.01L, 1.02L 1.05L, 2.01L, 2.02L, 2.03L, 2.04L, 2.05L, 3.01L, 3.03L, 3.04L; BSC1.04L, 2.01L, 2.05L.

Course Notes

This ELDBO course is designed to provide an accelerated program of literacy development for students who have significant gaps in their previous education. This course is for students of all language backgrounds who have recently arrived from countries where access to education may have been very limited and who have not had opportunities to develop age-appropriate literacy skills in their first language. Some students taking ELDBO may have already taken ELDAO, but in other cases it may be the student's first ELD course in the Ontario school system.

New students enter the school system throughout the year. Continuous intake implies that orientation to school and community is ongoing. New students have to be made aware of school rules, routines and expectations. Those who have been in class longer can assist with the orientation of newer students. Adolescents taking the ELDBO course need support and encouragement. Teachers should be aware of the sensitivity of teenagers who are trying to close gaps in their educational background. The importance of building confidence and self-esteem cannot be overestimated. It is imperative that the ELD classroom be a safe and supportive environment. The role of the ELD teacher in facilitating literacy development and promoting school success for these teenage learners is crucial in their adjustment to the demands of the high school setting.

Although this course is designed both for speakers of a second language and for students who speak a variety of standard English, teaching methodologies for the two groups differ. For example, speakers of another variety of English are able to follow and enjoy being read to at several levels above their own independent reading level. This gap is much narrower for speakers of other languages. Whenever possible, the two groups should be taught in separate instructional groupings. Large boards may be able to provide central programs for groups of students with booster courses in Math and adapted courses in other subject areas for part of the students' day. Some schools have only one or two students who need an ELDBO course. Schools that receive ELD students must be prepared to provide a variety of human resources beyond the classroom teacher. Schools could involve community volunteers, administrators, paraprofessionals, peers, and families to ensure that these young people begin to acquire the skills that will allow them to reach their full potential.

Throughout the course, reading and writing activities have been developed from the students' immediate needs. Students who are emergent readers and who have missed years of schooling may also need assistance with all areas of the high school curriculum, such as Mathematics and Science. Care has been taken when planning this course to integrate a focus on learning strategies such as time management and organization to help ELD students successfully meet the expectations from other subject courses. In addition to the detailed teaching and learning strategies presented in this course, a number of classroom routines and activities which are part of a balanced literacy program should be established at the beginning of the course. These include keeping an organized notebook; keeping a personal reading log; following along in a text while listening to materials being read aloud; silent reading; listening to taped books; keeping a personal vocabulary list; writing daily to record personal learning and feelings; and learning to work on co-operative group tasks.

All expectations in a course are to be taught and assessed. In this Course Profile, ❖ is used at the Unit and/or Activity level to indicate those expectations which are the specific teaching focus of that Unit and/or Activity.

Teaching/Learning Strategies

Brainstorming, categorizing, checklists, comparing, co-operative learning, copying, cloze exercises, listening to radio, role playing, inquiry approach, modelling, advertising logs, response logs, vocabulary logs, patterned writing, viewing television and videos, authentic materials, guest speakers, oral presentations, sketching, homework, teacher-directed questions, charts and visual organizers, co-operative writing, guided reading and writing, read-along tapes, small group/pair work, word search, cognitive mapping, experience charts, think/pair/share, peer teaching, Internet searches, reading aloud to students, process writing.

Assessment/Evaluation Techniques

The assessment and evaluation techniques used in this course are of diagnostic, formative, and summative types. They are constructed to link the teaching/learning strategies to the various curriculum expectations focussed on in each unit through the four categories of knowledge/understanding, thinking/inquiry, communication, and application which appear in the Achievement Chart of the ESL/ELD Curriculum Policy Document.

A number of different methods and tools are used for assessment and evaluation in this course, including: performance tasks, rubrics, portfolios, group and individual presentations, skits, workshops, written pieces in a variety of forms, quizzes, written tests, self and peer assessments, tracking of reading logs and journals, and diagnostic teacher observations.

Resources

The following is a list of general resources which provide an overview of teaching strategies for literacy instruction and assessment. The individual units contain extensive lists of readers, texts, and other material related to specific unit topics.

Bell, Jill and Barbara Burnaby. *A Handbook for ESL Literacy*. Toronto: OISE Press, 1984.

Booth, David, ed. *Literacy Techniques for Building Successful Readers and Writers*. Markham, Ontario: Pembroke Publishers, 1996.

Coelho, Elizabeth. *Caribbean Students in Canadian Schools, Book 2*. Markham, Ontario: Pippin Publishing, 1991.

Green, J. *The Ultimate Guide to Classroom Publishing*. Markham, Ontario: Pembroke Publishers, 1999.

Gunderson, Lee. *ESL Literacy Instruction: A Guidebook to Theory and Practice*. Englewood Cliffs, New Jersey: Prentice Hall, 1991.

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley, 1997.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary: Monolingual Canadian Edition*. Toronto: Oxford University Press, 1999.

OSS Policy Applications

Education for Exceptional Students

In planning the ELDBO course, the teacher should take into account the needs of exceptional learners as set out in their Individual Education Plan. ELD students show the full range of learning exceptionalities as do other Ontario students. Some students arrive with already identified special learning needs, while the needs of others may be identified as their time in an Ontario school progresses. It is critical not to identify students as learning disabled on the basis of performance or behaviour that reflects a normal process of literacy development or a lack of prior educational opportunities.

The Role of Technology in Curriculum

It is important that ELDBO students have opportunities to develop competence in using computers and other technologies. Computer activities are integrated throughout the activities. Students are given opportunities to use draw programs; to produce and edit pieces of writing using word-processing programs; to do Internet research, and to access information through the use of CD-ROM software. Alternatives are suggested for schools that do not yet have adequate computer resources.

Career Education

ELD teachers are expected to work closely with Guidance staff to help students explore the full range of educational and career opportunities available to them in their new country and educational setting and to ensure that the ELDBO students are included in school-wide career education initiatives. Specific units focussing on community resources and personal goal setting have been developed in this course profile to provide ELD students with extended opportunities to explore and begin to plan for a wide variety of career choices.

Health and Safety

Students who are recent arrivals from other countries may have special health and safety needs. ELDBO students need confidence in handling health and safety situations in their new environment and they must also learn how to respond to situations effectively in spite of limited literacy skills. This ELDBO course includes activities which address students' health and safety concerns such as researching community resources and services to which students can turn for health and safety information. ELD teachers are also encouraged to consult with school staff on some of the problems emergent readers may have with individual subject safety procedures and to together develop ways to address these problems.

Emotional health is as important as physical health and safety. The experience of immigration, even in the smoothest of circumstances, involves feelings of loss and disorientation for many students. The units and activities have been carefully chosen and structured to relate to the cultural adjustment process. Teachers are expected to be sensitive to the range of experiences that students bring with them and to recognize the equal legitimacy of students choosing to share or keep private their experiences and feelings resulting from the trauma of war, flight, loss and family dislocation.

A school environment that is free of racial and sexual harassment is as important to students as being in a physically safe environment. Teachers should ensure that students are aware of important school rules and routines for personal safety and should also review with the students their board's racism and sexual harassment policy. Students should be assisted with how to report problems and to get help if they are being harassed in any way.

Coded Expectations, Basic Literacy Skills, ELDBO

Oral and Visual Communication

Overall Expectations

BORV.01L

– participate in discussions about personal experiences and opinions;

BORV.02L

– recognize different levels of formality in spoken English and use language appropriately in specific situations;

BORV.03L

– create and analyse simple media works.

Specific Expectations

Developing Proficiency in Oral Communication

BOR1.01L

– use appropriate language to facilitate classroom and group discussions (e.g., to keep a discussion on task; to agree or disagree);

BOR1.02L

– use common expressions and language patterns for a variety of language functions (e.g., use prepositions, adjectives, and sequence words to explain a process; use modals such as should and might to offer advice);

BOR1.03L

– present book talks or projects using visual aids (e.g., prepare and refer to a poster illustrating a topic; develop a graphic organizer to provide an overview and use an overhead projector to show it to the class).

Using English in Socially and Culturally Appropriate Ways

BOR2.01L

– use informal language appropriately (e.g., with peers);

BOR2.02L

– use more formal language when necessary (e.g., to make introductions; to confirm an appointment; to apologize).

Developing Media Knowledge and Skills

BOR3.01L

– participate in discussions about the effects on consumer buying habits of television commercials and other forms of advertising;

BOR3.02L

– identify common elements of newspaper and magazine formats (e.g., columns, headlines, news stories);

BOR3.03L

– create headlines, posters, talk shows, or interviews related to classroom topics or personal reading.

Reading

Overall Expectations

BREV.01L
– read and listen to others read a variety of materials;
BREV.02L
– use some strategies to build vocabulary;
BREV.03L
– use some key reading strategies, with teacher guidance;
BREV.04L
– locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

Reading and Responding

BRE1.01L
– read along while listening to stories and other materials being read aloud;
BRE1.02L
– identify and describe various forms of writing (e.g., poems, newspaper stories, letters);
BRE1.03L
– choose books for a variety of purposes, including personal enjoyment, with teacher guidance;
BRE1.04L
– read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English (e.g., with controlled vocabulary and sentence structure);
BRE1.05L
– read personally selected material on a daily basis (e.g., participate in silent reading sessions in class; read a minimum number of pages at home each day);
BRE1.06L
– respond to personal reading in a variety of ways (e.g., write in reading logs; create posters; write "blurbs" for book jackets; participate in discussions with teacher and peers).

Developing Vocabulary

BRE2.01L
– use thematic word lists and knowledge of word families to build vocabulary;
BRE2.02L
– use learner dictionaries;
BRE2.03L
– identify synonyms, antonyms, homophones, and homonyms for familiar words.

Using Reading Strategies for Comprehension

BRE3.01L
– recognize familiar structures in new words (e.g., word endings, compound words, prefixes);
BRE3.02L
– use a variety of strategies to determine the meaning of unfamiliar words (e.g., break words into meaningful units; consult learner dictionaries);
BRE3.03L
– decipher simple texts, using rules about phonics and syllabification and knowledge of common prefixes, suffixes, and roots;
BRE3.04L
– use background knowledge and context clues to make inferences and predict outcomes (e.g., respond to instructions and questions such as Find a word that means the same as this one; Why do you think the main character in the story did that?; What do you think the main character will do next?).

Developing Research Skills

BRE4.01L

– find information in subject-specific sources (e.g., illustrated dictionaries, encyclopedias, CD-ROMs);

BRE4.02L

– record key words and information (e.g., on a graphic organizer provided by the teacher);

BRE4.03L

– use discussion to clarify understanding of information located (e.g., work collaboratively to share information and organize it in a chart under headings such as main ideas and examples).

Writing

Overall Expectations

BWRV.01L

– write for a variety of purposes in a variety of simple forms, with teacher guidance;

BWRV.02L

– use some elements of the writing process to plan writing;

BWRV.03L

– write simple texts following the conventions of standard Canadian English.

Specific Expectations

Relating Purpose to Form

BWR1.01L

– write short answers to oral and written questions about familiar topics;

BWR1.02

– participate in shared writing activities in small groups (e.g., contribute a sentence; suggest an alternative phrase);

BWR1.03L

– complete simple forms (e.g., an application for a library card);

BWR1.04L

– write daily to record personal learning, experiences, and feelings;

BWR1.05L

– write in a variety of forms (e.g., simple dialogues, retold stories, autobiographical accounts);

BWR1.06L

– organize notebooks for different subject areas, using titles, dates, and required forms (e.g., outline a format for solving mathematics problems).

Applying the Writing Process

BWR2.01L

– participate in structured prewriting activities (e.g., brainstorm writing topics; use graphic organizers to sort and classify information);

BWR2.02L

– compose a first draft of a specific form of writing, with teacher guidance (e.g., narrative, personal account, explanation);

BWR2.03L

– edit a first draft of a specific form of writing, with teacher guidance;

BWR2.04L
– use simple word-processing software to compose and edit pieces of writing, with teacher guidance (e.g., use "cut and paste" functions; use a spell checker);
BWR2.05L
– use simple graphics software to format and embellish pieces of writing, with teacher guidance (e.g., experiment with different fonts; centre text inside a border; import clip-art images).

Developing Accuracy in Written Communication

BWR3.01L
– use some common spelling patterns and rules (e.g., plural markers, silent letters, double letters, and the "i before e" rule);
BWR3.02L
– capitalize the beginning of sentences and frequently occurring proper nouns (e.g., names, countries, months);
BWR3.03L
– use some common verb forms (e.g., simple present, simple past, present progressive, simple future, forms of go plus infinitive);
BWR3.04L
– use correct punctuation in simple sentences, with some consistency (e.g., periods and question marks at the end of sentences, apostrophes in commonly used contractions).

Social and Cultural Competency

Overall Expectations

BSCV.01L
– communicate information about current local, national, and global issues;
BSCV.02L
– demonstrate understanding of and respect for the wide variety of cultures and languages in Canada;
BSCV.03L
– use school and community resources;
BSCV.04L
– respond with increasing confidence to a variety of teaching and learning situations;
BSCV.05L
– identify some personal goals and use a variety of strategies to pursue them.

Specific Expectations

Developing Citizenship Awareness and Skills

BSC1.01L
– describe and compare cultural variations in non-verbal communication (e.g., gestures, facial expressions, eye contact);
BSC1.02L
– identify and discuss some cultures and languages in Canada (e.g., identify various Native peoples by name and participate in a group discussion about key features of their cultures; interview peers to obtain and compare information about specific cultural practices, such as the naming of children);
BSC1.03L
– participate in discussions about personal and social issues related to school and community events (e.g., preparing for exams; finding books in their own languages);
BSC1.04L
– contribute to teacher-led class discussions of important news events.

Adapting to the School Setting

BSC2.01L

– use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms);

BSC2.02L

– identify and use a range of community resources (e.g., recreation centres, banks);

BSC2.03L

– record homework and other assignments in a specific place, such as a planner;

BSC2.04L

– use time-management skills to organize homework, complete assignments on time, and make up missed work;

BSC2.05L

– participate in directed group work;

BSC2.06L

– ask questions to obtain information and clarification from teachers and peers;

BSC2.07L

– express opinions appropriately in teacher-led classroom discussions (e.g., pay attention to peers' and teacher's comments; respond by building on peers' and teacher's comments; express disagreement politely).

Developing Personal and Career Goals

BSC3.01L

– identify some key personal and educational goals (e.g., complete a personal timeline projecting five or ten years into the future, identifying key events and tasks along the way)

Unit 1: Ad Smart

Time: 25 hours

Unit Description

Students identify and begin to analyse advertisements found in environmental print, newspapers, magazines, radio, and television. Students locate and understand key information found in ads; design coupons; write and illustrate simple ads; and create and perform dialogues. The writing activities focus on descriptive words, completing charts and forms, and creating vocabulary and response logs. Teachers assist students in using word-processing and graphics software to enhance their print advertisements. As a culminating activity, students individually create a print ad and present it to the class.

Strand(s) and Expectations

Strand: Oral and Visual Communication
Overall Expectations: BORV.01L, BORV.02, ❖BORV.03L.
Specific Expectations: BOR1.01L, ❖BOR1.02L, ❖BOR1.03L, BOR2.01L, BOR2.02L, ❖BOR3.01L, BOR3.02L, ❖BOR3.03L.

Strand: Reading
Overall Expectations: BREV.01L, ❖BREV.02L, BREV.03L, ❖BREV.04L.
Specific Expectations: BRE1.01L, BRE1.02L, ❖BRE1.04L, BRE1.05L, BRE1.06L, BRE2.01L, BRE2.02L, BRE2.03L, BRE3.01L, ❖BRE3.02L, ❖BRE3.04L, ❖BRE4.02L, BRE4.03L.

Strand: Writing
Overall Expectations: BWRV.01L, ❖BWRV.02L, ❖BWRV.03L.
Specific Expectations: ❖BWR1.01L, ❖BWR1.02L, ❖BWR1.03L, BWR1.04L, BWR1.05L, ❖BWR2.01L, BWR2.02L, ❖BWR2.03L, BWR2.04L, BWR2.05L, ❖BWR3.02L, BWR3.03L, BWR3.04L.

Strand: Social and Cultural Competence
Overall Expectations: BSCV.03L, BSCV.04L.
Specific Expectations: ❖BSC2.01L, ❖BSC2.05L, BSC2.06L, BSC2.07L.

Activity Titles (Time + Sequence)

Activity 1	Fabulous Food	300 minutes
Activity 2	In the Name of Fashion	300 minutes
Activity 3	Famous Faces	300 minutes
Activity 4	Promotional Programs	300 minutes
Activity 5	My Own Ad	300 minutes

Unit Planning Notes

- This is the first unit of the course and the class may have students with a wide range of previous knowledge. Some may have completed other courses in Ontario while for others it may be an entry point into the Ontario school system. Spending time to create a welcoming atmosphere to help students feel comfortable in their school environment is important. It would be beneficial for the students to review their timetables early in the unit to ensure that they are appropriate for each individual. Changes and adjustments may need to be made as the course progresses. Continuous intake requires this to be an ongoing responsibility of the teacher in conjunction with the Guidance department.
- Throughout the unit students are introduced to a variety of teaching/learning strategies, methodologies, and classroom groupings: full class, small groups, heterogeneous and homogeneous groups, and pairs. The hands-on appeal of working with authentic materials promotes comfort and curiosity in learners. There are many opportunities for them to get to know each other better, to share prior knowledge, and to learn new teaching/learning strategies. Some students may still have difficulty with the expectations of a well-kept notebook. Students may need to be reminded that a notebook can be seen as a reflection of the work done in class and can be a valuable study aid. Participation and discussion are key components of all activities. The various tasks and activities promote the 3Rs of media literacy - review, reflect, and react. Students are gradually led from the most basic reviewing of ads to locate key information through reflecting on both the content and the format to reacting to the message that permeates the ad. Students become aware of the impact of advertising. Some of the activities extend into everyday family life. The concepts taught in the school aid students in helping their families make smart consumer choices.
- A wide assortment of magazines is necessary for the success of this unit. Approach your teacher-librarian, colleagues, friends, and family for magazines to be used in class. Ensure the materials provided reflect and respect the cultural diversity of the class and Canadian society. If it is not possible to obtain the wide variety of materials needed, special attention must be paid to the fact that the materials are not representative and why. Students should be given opportunities to discuss biases found in ads.
- Many of the tasks require teachers to find their own materials and create their own worksheets based upon specifically chosen materials. It is best to use authentic materials found in the students' community. Another reason for the suggestions being generic is the restrictions on the use of brand names, corporate logos, and slogans. It would be helpful to start a folder to collect samples of powerful ads, logos, slogans, subscriptions, rebates, and book/video club forms prior to starting the unit. Friends and colleagues may be able to provide you with samples as well as the school teacher-librarian.
- Throughout the unit there are three ongoing logs. The response logs are similar to dialogue journals which allow students to voice opinions freely. A good description of dialogue journals can be found in the text *Caribbean Students in Canadian Schools* by Elizabeth Coelho. A response journal is used to react to material. It gives students the opportunity to voice their opinion about the advertisements they are deconstructing. It also allows them to express how they feel about being involved in certain activities such as group presentations. This is the introductory unit for ELDBO therefore the beginning entries may be simple sentences. The advertising logs are a place to record their findings and examples found through their research. These logs are used to review examples of the techniques used in advertising which are helpful in the culminating activity. They also help students learn to organize information into different categories. The vocabulary logs are a simple personal theme dictionary in which students record new terminology learned throughout the unit. This allows students to have the words readily available to look back on. It identifies challenging words and focusses on finding the meaning of a word in context. The logs are assigned marks for completion only.

- This unit is built around the persuasive techniques used in advertising such as incentives, slogans, celebrity endorsements, layout, emotions, visual appeal, and use of colour. When analysing and creating advertisements students need to be aware of the components of a successful ad. The ad needs to get the attention of the target audience. The ad may use large bold type, a promise of being improved, or play on the emotional response created by pictures of babies or kittens to reach the intended audience. The ad needs to understand the target audience so it can address the consumer's wants or needs or solve problems with promises to save time, save money, or improve appearance. The ad needs to differentiate the brand from others on the basis of quality, uniqueness, past successes, or other categories which show value. The ad is designed to bring about a change in the consumer's brand preferences or buying habits and usually includes some sort of call to action such as an invitation to visit their web-site, use a coupon, or send in for a complimentary sample. The texts and web sites listed in the Resources provide background information and teaching suggestions.
- Students clip and trade coupons from their magazines. Start a coupon exchange box. Encourage students to put any coupons that are not wanted into the exchange box. This box could be maintained throughout the unit.
- The style of language found in ads is often quite different from the fiction and non-fiction students are familiar with. The purpose is to be brief and to the point; ad copy often uses sentence fragments. The verbs usually are active and the adjectives attempt to add clarity or excitement. The pronouns need to be consistent and the second person is preferable. It is important to compare and discuss how the layout may vary in different media (e.g., in magazines you have to consider the editorial style). You may have the students discuss whether the magazine is formal or casual, modern or traditional. In a newspaper it is often better to have a simple concept and be visually bold to make it stand out from the columns of type. You can point out that some ads use a border while others use white space. When students are critiquing their ads, they want to ensure that the ads grab attention, build interest, create desire, motivate action in the consumer, and ultimately make the sale. Students need to be aware that the ads are addressing their target audience and must state the benefit to that audience of their particular product by emphasizing the brand name.
- Computer access may need to be pre-arranged. The teacher may wish to become familiar with the word-processing and graphics software available prior to the activity.
- Students need to be aware of the culminating activity while working through the unit. This awareness provides both focus and purpose for the activities which allow many opportunities for them to become familiar with various ad techniques. Reading and rereading their ads help students practise much of the sight vocabulary they have been exposed to and improve their literacy skills. Special attention to verbs, adjectives, and pronouns provides a grammar focus to assist in internalizing language. The culminating performance assessment task is the creation of an ad to be used in a magazine or newspaper. Students make short oral presentations displaying and explaining their ads. The purpose of the creation of an ad is to demonstrate the students' knowledge and understanding of persuasive advertising techniques including use of language and how they affect consumer buying habits. To promote the successful completion of this activity, expose students to a wide variety of ads. Reassure students that artistic talent is not being assessed. Promote their use of clip art and magazine pictures for inclusion in their ads. Maintain a good supply of magazines and art supplies. Have storage space for work in progress. Collect samples of completed ads as exemplars for the future. Whenever possible use an exemplar or partially completed model to help students have a concrete example of what they are working towards.

Prior Knowledge Required

- adapts to some key teacher expectations and school routines
- writes simple texts following some conventions of standard Canadian English
- understands some basic facts and concepts about printed texts
- reads a variety of simple written materials
- participates in discussions about personal information and experiences
- responds appropriately to oral instructions and information in a classroom setting
- obtains key information from media sources
- understands use of symbols

Teaching/Learning Strategies

- brainstorming, categorizing, checklists, comparing, co-operative learning, copying, listening to radio, role playing, inquiry approach, modelling, advertising logs, response logs, vocabulary logs, patterned writing, viewing television, authentic materials, guest speakers, oral presentations, homework, teacher-directed questions, charts and visual organizers, co-operative writing, guided reading and writing, read-along tapes, small group/pair work, word search, cognitive mapping

Assessment and Evaluation

Activity	Type	Tool	Categories
Activity 1	Diagnostic Summative	Cereal box assembly Coupon checklist	Knowledge Know/App
Activity 2	Formative	Advertisement analysis checklist	Think/App
Activity 3	Summative Formative Summative	Written biography rubric Group presentation checklist Group presentation rubric	Know/Think/Com Communication/App Know/Think/Com/Application
Activity 4	Formative Summative	Magazine subscription form Quiz	Communication Application
Activity 5	Formative Summative	Ad checklist Ad rubric	Com/App Know/Think/App/Communication

Resources

Easy-Read Biographies

Dougherty, D. *JAM session: Michael Jordan*. Minnesota: ABDO Publishing Co., 1999. ISBN 1-57765-340-8

Dougherty, T. *JAM session: Sammy Sosa*. Minnesota: ABDO Publishing Co., 1999. ISBN 1-57765-346-7

Dougherty, T. *JAM session: Tara Lipinski*. Minnesota: ABDO Publishing Co., 1999. ISBN 1-57765-344-0

Dougherty, T. *JAM session: Tiger Woods*. Minnesota: ABDO Publishing Co., 1999. ISBN 1-57765-343-2
These are a few of the titles in a biographical series. They have vivid photos and layout which would appeal to students. They have positive messages from the athletes about how they have achieved success in their lives.

Hunter, N. *Gandhi*. East Sussex: Wayland Publishers Ltd., 1986. ISBN 0-85078-888-9

Kramer, S.A. *Ice Stars*. New York: Grosset & Dunlop Inc., 1997.ISBN 0-448-41590-9
Short biographies on Kristi Yamaguchi, Nancy Kerrigan, Michelle Kwan, and Oksana Baiul

Morgan, T. *Gabrielle Reece: Volleyball's Model Athlete*. Minneapolis: Lerner Publications Company, 1999. ISBN 0-8225-9828-0
This athlete was chosen one of the 20 most influential women in sports in 1997. She is not only a top athlete on the pro beach volleyball tour but also a top model with her own show on MTV and a Nike spokesperson. This tells her exciting life story.

Rediger, P. *Great African Americans in Music*. Niagara-on-the-Lake: Crabtree Publishing Co., 1996. ISBN 0-86505-814-8
This is one in a series on Outstanding African Americans and has short biographies on Ray Charles, Nat King Cole, Ella Fitzgerald, Aretha Franklin, Hammer, Sarah Vaughan, and Stevie Wonder. Other books in the series focus on literature, business, civil rights, entertainment, and sports.

Webb, M. *Superstar of Science: David Suzuki*. Mississauga: Copp Clark Pitman Ltd., 1991. ISBN 0-7730-5046-9
This is one in a series on scientists and inventors.

Other Books

Coelho, E. *Caribbean Students in Canadian Schools*. Toronto: Pippin Publishing Ltd., 1991. ISBN 0-88751-031-0
In this professional resource for teachers the emphasis is on practical advice for working with Caribbean students and it contains good information on strategies for language instruction.

Fair, J., et al. *Kids are Consumers Too!* Toronto: Addison-Wesley, 1988. ISBN 0-201-22227-2
This text has activities to do with students related to how they spend their money.

Cortese, Anthony J. *Provocateur: Images of Women and Minorities in Advertising*. Maryland: Rowman & Littlefield Publishers Inc., 1999. ISBN 0-8476-9175-6
This text includes many examples of print ads. It deconstructs the ads based on categories such as sexism, racism, and body display.

Klein, Naomi *No Logo: Taking Aim at the Brand Bullies*. 2000. ISBN 0312203438
This text demonstrates how brands are found not only in the media but also in the schools.

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Toronto: Addison Wesley, 1997.

Pecora, Norma Odon. *The Business of Children's Entertainment*. New York: Guilford Publications Inc., 1998. ISBN 1-57230-280-1
This text deals with the development of children both as a media audience and as consumers of material culture. It includes case studies showing the relationships between the toy industry and the media industry.

RADIO Marketing Bureau Inc. *Radio Script Book: Volume 1*. 146 Yorkville Ave., Toronto, ON, M5R 1C2; Fax(416)922-6542 TEL(416)922-5757 or 1-800-ON-RADIO
This text contains generic scripts which would be helpful for the students to practise with.

Rees, Nigel. *Dictionary of Slogans*. Glasgow: Harper Collins Publishers, 1997. ISBN 0 00 472042 3
This is a collection of slogans and their history.

Media Literacy is a book with ideas for teaching strategies, divided by genre: television, radio, newspapers, etc. It is available from the Government of Ontario Bookstore, 50 Grosvenor Toronto, M7A 1N8. Telephone: 1-800-668-9938

CDs

Radio Impact Awards: 1998

Creative Gallery: Exhibiting a collection of outstanding radio commercials from around the world.

Radio Renaissance: A Revival of Radio Advertising by Today's Top Writers
Available from the Radio Marketing Bureau, 146 Yorkville Ave., Toronto, ON, M5R 1C2; Fax(416)922-6542 TEL(416)922-5757 or 1-800-ON-RADIO $10.00 each.

Videos

Buy Me That! The Kid's Survival Guide to TV Advertising. 1989.
This is an award winning series, produced by HBO and Consumer Reports. It exposes the tricks advertisers use to make their products seem more attractive and desirable. 29 minutes.

Buy Me That Too! 1992.
It is a second video to complement the above series. 30 minutes.

Street Cents Series is a television series produced by the CBC. It is also available through Cable in the Classroom. It increases awareness and encourages action of youth consumer advocacy.

Don't Be a Television Victim by Media Watch. McIntyre Media Limited, 1992. 18 minutes.

Invisible Persuaders: The Battle for Your Mind by Learning Seed. McIntyre Media Limited, 1994. 22 minutes.

Media and Society is a three-video series divided into four thematic collections. It was created in 1989. It was created for an audience from Grade 8 to adults. One of the themes is on Advertising and Consumerism which is 81 minutes in length. They are available from the National Film Board of Canada.

Psycho-Sell: Advertising and Persuasion by Learning Seed. McIntyre Media Limited, 1991. 25 minutes. It contains compelling images found in advertising. It is a BBC production.

All of the above videos are available from the Toronto public libraries. Check with your local library as well as your Board of Education video selections.

Web Sites

www.adbusters.org
is the site for the Adbusters organization and has samples of its magazines.

www.cableducation.ca
is the site for Cable In The Classroom. It provides commercial-free, copyright-cleared, educational television programming free of charge to public schools across Canada. It offers programming on a wide variety of subjects. Lesson plans are available for some of the programming.

www.cbc.ca
is the Canadian Broadcasting Corporation site. It has a link to the *Street Cents Series*. It offers information on the programs available.

http://alphaplus.ca
is the AlphaPlus Centre site. It is an organization that provides information and resources to practitioners working with second language learners. They have a library collection of more than 35,000 titles including books, audio tapes, videotapes, and educational software available for loan to individuals.

Magazines

Adbuster., Journal of the Mental Environment.

YTV Newsletter is available from YTV Canada, Inc., 64 Jefferson Ave Unit 18, Toronto, ON, M6K 3H3

Organizations/Associations

Advertising Standards Canada, 350 Bloor St. East, Suite 402, Toronto, ON, M4W 1H5.
Telephone:(416)961-6311

Advertising Standards Canada provides reports on complaints they have received based on various ads in the media. They give an explanation of the complaint, how it violated the Code of Standards, and what the resulting action was. Students find it interesting to see that public opinion is listened to and can affect the display of an ad in the media.

Canadian Association for Media Education Organizations, 300-47 Ranleigh Ave., Toronto, ON,
M4N 1X2. Telephone: (416) 488-7280

Activity 1: Fabulous Food!

Time: 300 minutes

Description

Students are introduced to language skills and patterns used in advertising. They examine flyers, coupons, and magazine ads and identify the key information and persuasive tactics such as photos and coupons used to market food. Common abbreviations and adjectives are covered. The class reads and responds to passages. Students construct charts and posters, complete activity sheets, and design coupons.

Strand(s) and Expectations

Strand: Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
❖BORV.O3L - create and analyse simple media works.

Specific Expectations

BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR1.02L - use common expressions and language patterns for a variety of language functions;
BOR1.03L - present book talks or projects using visual aids;
❖BOR3.01L - participate in discussions about the effects on consumer buying habits of television commercials and other forms of advertising.

Strand: Reading

Overall Expectations

BREV.01L - read and listen to others read a variety of materials;
❖BREV.02L - use some strategies to build vocabulary;
BREV.03L - use some key reading strategies, with teacher guidance.

Specific Expectations

BRE1.01L - read along while listening to stories and other materials being read aloud;
BRE2.01L - use thematic word lists and knowledge of word families to build vocabulary;
BRE3.02L - use a variety of strategies to determine the meaning of unfamiliar words;
❖BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes;
BRE4.02L;- record key words and information;
BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing

Overall Expectations

BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
❖BWRV.02L - use some elements of the writing process to plan writing.

Specific Expectations

BWR1.02L - participate in shared writing activities in small groups;
BWR1.04L - write daily to record personal learning, experiences, and feelings;
BWR1.05L - write in a variety of forms;
❖BWR2.01L - participate in structured prewriting activities;
BWR2.05L - use simple graphics software to format and embellish pieces of writing, with teacher guidance;
BWR3.02L - capitalize the beginning of sentences and frequently occurring proper nouns.

Strand: Social and Cultural Competence

Overall Expectation

BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations.

Specific Expectations

❖BSC2.01L - use school and community resources to support classroom learning;
BSC2.05L - participate in directed group work;
BSC2.07L - express opinions appropriately in teach-led classroom discussions;
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Collect a variety of coupons, grocery flyers, and family and food magazines to use as resources. A recycling box should be available to reinforce the proper way to discard unwanted or excess paper at the end of the activities.
- Seating should be arranged in groups for the duration of this activity to encourage discussion and the sharing of knowledge and materials. Interpersonal skills and group dynamics need to be taught and monitored by the teacher to maximize the participation of all students.
- Collect cereal boxes with special promotions, endorsements, or cartoon characters for each group. Cut the box along the folds and seams so that the box is in eight pieces, and put them into an envelope for Task 1.
- Prepare a partially completed grocery chart which organizes food according to the units of measure by which they are sold.
- Make a class set of copies of Appendix 1A – Units of Measure Word Search.
- Prepare a T-chart to compare food information found in flyers and magazine ads.
- Make copies of Appendix 1B – Taste Test.
- Make a class set of copies of Appendix 1C – Shopping With Coupons.
- Give careful consideration to the selection of the food product for the taste test. Students may have severe allergies or be prohibited from eating some foods, and others may simply choose not to participate. Individual portions need to be prepared.
- Coupons are a common advertising technique and a popular means of economizing. Consider starting a coupon exchange box and establishing a partnership with the home, encouraging families to understand, use, and share coupons.
- Start a vocabulary log to be used throughout the course. This log is used in each activity to expand the students' vocabulary. The log may be checked at the end of the unit to ensure that students have completed the assignments.

- Start a response log. This is an ongoing log which allows the students to express their personal opinions related to the class activities. These logs may be evaluated at the end of the unit to check for completion.
- Create a worksheet of five or six math word problems based on the coupons. Make copies to distribute to the class in step 6. Example: *There are eight hamburger buns in each package. How many packages should Vijitha buy if 15 hamburgers are to be served?*
  The class works together to develop a checklist to evaluate their final product of a coupon. Once it is completed you need to make copies.

Materials Needed

- cereal boxes, grocery flyers, family and food magazines; markers, tape, scissors, glue sticks, coloured paper, and bristol board; a soft ball; three similar food products for tasting; two class sets of booklets for vocabulary logs and response logs.

Prior Knowledge Required

- familiarity with Canadian money and units of measure
- reads simple written materials

Teaching/Learning Strategies

1. Start with an ice-breaker activity: students form a circle around the teacher who then models the activity *"My name is .. and I like to eat… "*. Throw the soft ball to a student who then makes a similar introduction and throws it to another student. Once all students have introduced themselves, have students try to recall each others' names. Encourage students to assist each other in recalling the names.
2. Present a cereal box to the class and discuss cereal choices and the important information on the package. Point out that there are two languages on Canadian cereal boxes. Distribute the envelope containing the pieces of a cereal box to each group and ask them to reconstruct the box. Explain that this is a co-operative task which requires special attention to the words, designs, and colours on the box. When successfully completed, ask each group why their cereal box attracts buyers and record on chart paper.
3. Display a variety of grocery flyers and lead the class in a discussion about the purpose of flyers. Introduce the words *advertising, advertisement,* and *ad*. Begin a vocabulary log with the students. Tell the students that they will make an ad as a final activity of the unit.
4. Distribute the flyers to each group of students and ask them to look carefully at the prices and note any letters or abbreviations associated with the price. On the board list the most common measurements used for selling food (*grams, kilograms, millilitres, litres, pounds, dozen, each, package*, etc.). Students suggest the abbreviated form of these words based on their flyer observations and verify the responses. Include the words and abbreviations in the vocabulary logs.
5. Instruct students to cut out ads, including the pictures and prices, for ten foods they would buy, and have the groups sort the clipped ads based on the unit of measure. Show students a partially completed chart of foods and measures and model the completion process. Have students build group charts with their ads similar to the model. Students complete Appendix 1A – Units of Measure Word Search, which is based on the units of measure abbreviations.
6. Distribute copies of simple math word problems based on coupons. Complete a few sample problems together as a class. Working in partners students complete a few more of the word problems. Have the partners create three word problems of their own based on the flyers available in the classroom. Allow them time to exchange their problems with other groups, answer the problems, and return them to the creating pair for an accuracy check.

7. Distribute two different flyers marketing similar food products and ask students to examine both and determine where they would spend their money. Students suggest things to consider in the selection, such as the product quality and variety, appearance, and price. Brainstorm what is important in food advertising in flyers: *store, product name, price, unit of measure,* and record on a flip chart. Exchange the flyers for magazines containing food ads. Ask each student to select an appealing food. Assist students to identify important information in magazine ads: *product name, taste, appearance, packaging, lifestyle associations, graphics, layout, photography, models,* or *scenarios,* etc. Review the important information in flyers and compare this information with what they found in the magazine ads. Complete a T-chart with the information. The class could also look at posters and billboards found in the environment and do a comparison to the flyers. Have them discuss the impact of the images and the words. Groups complete a vocabulary activity sheet based on the accentuated words found in their ads. The activity sheet should use the headings: *Product* and *Words that Attract.* Give them an example such as a potato chip and the word crunchy.
8. Using the activity sheet from step 7, lead a discussion on the impact of certain words used in ads. Discuss how they enhance the ad to have more influence on the consumers' buying habits. Review/teach adjectives, adverbs, and phrases. Give examples of describing words, adjectives, adverbs, and phrases. Have students cut out a minimum of five describing words, adjectives, adverbs, or phrases used in magazine food ads for a small personal vocabulary poster which is displayed to encourage class discussion about preferred words and the impact of these words.
9. Ask the class, *"Why do people choose certain products or brands of food?"* Record the responses. Ask each group to taste three unidentified brands of a food product such as chocolate chip cookies or a rice cereal. Complete Appendix 1B – Taste Test, a survey sheet rating each, and tally their responses to identify the preferred choice. List five to eight words or phrases that could be used in an ad to describe the product and have each group present their choice and describe words to the class. Encourage students to identify similarities and differences in choices and words. Reveal the identity of each product and have further discussion based on taste, price, and packaging. Show the class three different packages from different companies for the same product. Discuss which package is most appealing and why it would convince someone to purchase that brand. The class builds an experience chart story based on the discussion which students copy. Give the students some guided sentences and allow them to write their personal response to the taste test and packaging comparison in their response logs. Inform students that their response logs are a place for them to tell their opinion, that it is monitored for completion, and that their opinions are not evaluated.
10. Distribute Appendix 1C – Shopping with Coupons. Draw students' attention to the visuals. Read the accompanying passage with students following along. Use a think-aloud process to assist students to respond to the questions. Re-read the passage and review their answers. Add new vocabulary to the vocabulary log.
11. Tell students to design a food coupon. Distribute coupons from the exchange box and, using the flip chart, review and record the information common to all coupons. Have the class create a checklist to use when designing their coupons based on the advertisements they looked at in class. The checklist should include points such as expiry date, brand name, use of abbreviations, adjectives, and monetary value. Record the results on a flip chart. Explain that their coupons must contain such essential information. Each student chooses a favourite product and designs a coupon. Use the class checklist to assess the coupons.

Assessment/Evaluation Techniques

- Cereal box assembly (Diagnostic)
  Using the cereal box puzzle in step 2:
  a) Assess students' ability to match print, design, and colours as they assemble the pieces.
  b) Assess students' ability to analyse why the box sells cereal.
- Coupon checklist (Summative)
  Using the checklist developed with the students in step 11, evaluate the written text of the coupons for completion and effectiveness.

Accommodations

- Some students may have difficulties comprehending measurements and may require additional explanation, such as provided by the CD-ROM *Measuring Up*.
- Provide word and sentence patterns where needed.
- Allow students to opt out of the Taste Test if they are uncomfortable tasting unidentified food products.
- Provide cereal boxes cut into larger pieces.
- Provide a completed puzzle as a model.
- Keep charts and checklists displayed in classroom. Reinforce reading skills by having students read aloud and identify words on charts.

Resources

Oxford Elementary Learner's Dictionary. Toronto: Oxford University Press, 1994. ISBN 19-4312755
Measuring Up. CD-ROM. Australia: Protea Textware Pty Ltd, 1996. ISBN: 0 646 33064 0
Available on loan basis from AlphaPlus Centre, 21 Park Road, Toronto, M4W 2N1 or at web site http://alphaplus.ca

Activity 2: In the Name of Fashion

Time: 300 minutes

Description

Students learn about the use of logos and slogans in advertising. They identify the needs and fears that advertisers use to merchandise products. Vocabulary and paragraph writing skills continue to be developed. Students construct a class booklet about advertising and the messages addressing personal needs and fears within the ads.

Strand(s) and Expectations

Strand: Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
BORV.03L - create and analyse simple media works.

Specific Expectations

BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR1.03L - present book talks or projects using visual aids;
BOR3.01L - participate in discussions about the effects on consumer buying habits of television commercials and other forms of advertising;
BOR3.02L - identify common elements of newspaper and magazine formats.

Strand: Reading

Overall Expectations

BREV.01L - read and listen to others read a variety of materials;
BREV.02L - use some strategies to build vocabulary;
BREV.03L - use some key reading strategies, with teacher guidance;
❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

BRE1.02L - read along while listening to stories and other materials being read aloud;
BRE1.06L - respond to personal reading in a variety of ways;
BRE2.01L - use thematic word lists and knowledge of word families to build vocabulary;
BRE2.02L - use learner dictionaries;
BRE3.02L - use a variety of strategies to determine the meaning of unfamiliar words;
❖BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes;
❖BRE4.02L - record key words and information;
BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing

Overall Expectations

BWRV.01L - write for a variety of purposes in a variety of forms;
BWRV.02L - use some elements of the writing process to plan writing;
❖BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

❖BWR1.02L - participate in shared writing activities in small groups;
BWR1.04L - write daily to record personal learning, experiences, and feelings;
BWR2.01L - participate in structured prewriting activities;
BWR3.02L - capitalize the beginning of sentences and frequently occurring proper nouns;
BWR3.03L - use some common verb forms;
BWR3.04L - use correct punctuation in simple sentences, with some consistency.

Strand: Social and Cultural Competence

Overall Expectations

BSCV.03L - use school and community resources;
BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations.

Specific Expectations

BSC2.01L - use school and community resources to support classroom learning;
❖BSC2.05L - participate in directed group work;
BSC2.06L - ask questions to obtain information and clarification from teachers and peers;
BSC2.07L - express opinions appropriately in teacher-led discussions.

Planning Notes

- Before the start of this activity, collect health/beauty, music, sports, and teen magazines that reflect the ethnic and cultural diversity within Canada and that appeal to male and female interests. Much of the magazine content interests and distracts students. Allow students time to browse through the magazines when appropriate and to help focus students on tasks when required.
- For step 2 select a variety of magazines and slice off the spine so that the pages are loose.
- Clip a selection of ads from a variety of teen magazines.
- Building on the previous activity, students continue to maintain their vocabulary logs and write in their response logs.

- Collect items which display a selection of logos and slogans. Students find other examples of logos and slogans in their environment which they record in their advertising log for awareness purposes only.
- Provide students with folders or large envelopes for the storage of materials.
- Each student contributes an ad aimed at teenage fears and a short patterned paragraph analysing the ad to the class resource booklet in step 6. Keep the class booklet as an exemplar for the future.
- Make copies of Appendix 1D – Advertisement Analysis Checklist to distribute in step 6.
- Invite a guest speaker from your community who is involved in advertising or consumer advocacy.
- Refer to ELDAO Course Profile Unit 3 for a review of symbols for students.

Materials Needed

- fashion, beauty, music, sports, and teen magazines; stickers, scissors, glue sticks and construction paper; folders or envelopes; student learner dictionaries

Prior Knowledge Required

- recognizes ads and understands their purpose
- understands symbols
- knows how to locate information in texts

Teaching/Learning Strategies

1. Provide each student with a magazine to browse. Have students select an appealing ad featuring people, one that is appropriate to be displayed in class. Discuss how and why some ads may not be appropriate. Show the class one ad and discuss the perceived life and lifestyle of the person(s) pictured in the ad – friends, home, hobbies, etc. Write the key questions on the board which were used to develop the class discussion such as *Why is this lifestyle appealing? What type of home would this person live in? What kinds of activities/hobbies would this person do for fun? Would this person have many friends?*, etc. Model a guided response paragraph based on the class discussion on chart paper. Have students discuss their ads in pairs and write individual responses in their response logs. Students work with a partner to make a lifestyle collage to reflect their ad and their responses to the key questions. Display their selected ads and ask students to circulate and examine each ad. Supply each student with a sticker and instruct them to place the sticker on the side of their personal favourite. Discuss the most popular ads, getting students to articulate the reasons for the selections. Display the collages. Challenge and discuss the messages students received from the ads.
2. Partnered students cut out and separate the ads from the rest of the de-constructed magazine and compare the volume of ads to text. Sort the ads based on the products, i.e., *beauty, fashion, health, food,* etc. Students stand and introduce their magazine to the class, explaining what the ads show them about who is the *target audience* of their magazine.
3. Introduce what *logos* are. Explain that they are a pictorial representation/symbol associated with a company. Give three examples of logos and their associated products. Discuss why logos are used. Have students scan the classroom for logos and record their findings in their advertising logs, naming the product(s) related to the logos and where they can be found. Students keep adding to their logs based on what they have seen over a 24-hour period. Instruct them to pay attention to the amount of environmental print they encounter, e.g., bus ads, billboards, store windows, commercials, Internet screens, etc. These logs can be used in class for discussion about amount of advertisements students encounter on a daily basis.
4. Introduce the use of *slogans* in ads. Give examples of three slogans found in ads. Discuss what the slogans mean, why they are used, why they are successful, and why they stick in the consumer's mind. Point out that the slogan is the phrase which encapsulates the message of the ad. It usually has no more than seven words. The language used in slogans relies heavily on puns, alliteration, rhythm, and balance. You need to teach alliteration. You may need to explain the puns. In small groups,

students develop slogans for a school-related activity such as an upcoming SAC event, school team, club, or dance.

5. Discuss how ads appeal to the lifestyle we would like to have and the basic needs we have as human beings. Brainstorm a comprehensive list of needs on the board, and then collapse the list to a few common needs, e.g., safety, nutrition, feelings of belonging/friendship, etc. Students predict and verify whether the ads they have appeal to these common needs. Students complete a chart with the following headings: *Common Need, Visual or Word Appeal, Product Name,* and *Buy It?* Have students write a guided paragraph in their response logs about what health/beauty products they use and why. Have them address whether the ads they see had any influence on their use of a product. Remind students that their response log is evaluated based on completion.
6. Distribute ads clipped from teen magazines for students to examine. Brainstorm the needs or fears (e.g., clear complexion, being popular, or having nice hair) the product advertised is "fixing". Discuss who the target audience may be and how the ad attracts that audience. Create a class list of the common needs or fears in the North American culture that ads seem to highlight and record them on the board. Model a short paragraph that analyses the ad and explains the fear and message behind the ad. Have students work in pairs to write short patterned paragraphs which analyse two ads. The pairs create a page containing the ad and their analytical paragraph for each of the ads. These pages are combined to create a class resource booklet which the teacher compiles. The booklet is organized into sections based on the common needs or fears. The class may brainstorm an appropriate name for the booklet. Distribute Appendix 1D – Advertisement Analysis Checklist.

Assessment/Evaluation Techniques

- Appendix 1D – Advertisement Analysis Checklist (Formative)
  Using the advertisement analysis checklist in step 6:
  a) Assess students' ability to analyse how simple media works play on the target audience's emotions.
  b) Assess students' ability to participate in shared writing activities.
  c) Assess students' ability to use background knowledge and context clues to make inferences.

Accommodations

- Some students may need assistance from the teacher to select clear, easy-to-understand ads to work with.
- Task 1 involves imagination and projection, and students who find it difficult to imagine the lifestyle for a person they don't know can be offered the alternative of writing about their own lifestyle and making a collage to accompany their response log writing.
- Some students may need assistance from the teacher in clarifying the target audience and or the needs or fears the product is "fixing".

Resources

Oxford Elementary Learner's Dictionary. Toronto: Oxford University Press, 1994.
ISBN 19-4312755

Activity 3: Famous Faces

Time: 300 minutes

Description

This unit uses the theme of celebrity endorsements to further students' awareness of persuasive techniques used in advertisements. Students have the opportunity to share personal opinions in both written and oral forms, extract information from simple non-fiction texts, present information to peers, and create a short fictional piece of writing. The writing focus is on introducing students to the writing process. As a culminating activity, students individually create a written celebrity biography and endorsement of a product of their choice.

Strand(s) and Expectations

Strand: Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
BORV.02L - recognize different levels of formality in spoken English and use language appropriately in specific situations.

Specific Expectations

BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR1.02L - use common expressions and language patterns for a variety of language functions;
❖BOR1.03L - present book talks or projects using visual aids;
BOR2.01L - use informal language appropriately;
BOR2.02L - use more formal language when necessary;
❖BOR3.01L - participate in discussions about the effects on consumer buying habits of television commercials and other forms of advertising.

Strand: Reading

Overall Expectations

BREV.01L - read and listen to others read a variety of materials;
BREV.02L - use some strategies to build vocabulary;
BREV.03L - use some key reading strategies, with teacher guidance;
❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

BRE1.01L - read along while listening to stories and other materials being read aloud;
❖BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English;
BRE1.06L - respond to personal reading in a variety of ways;
BRE2.01L - use thematic word lists and knowledge of word families to build vocabulary;
BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes;
❖BRE4.02L - record key words and information;
BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing

Overall Expectations

BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
BWRV.02L - use some elements of the writing process to plan writing;
❖BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

❖BWR1.02L - participate in shared writing activities in small groups;
BWR1.05L - write in a variety of forms;
BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;
❖BWR2.03L - edit a first draft of a specific form of writing, with teacher guidance.

Strand: Social and Cultural Competence

Overall Expectations

BSCV.03L - use school and community resources;
BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations.

Specific Expectations

BSC2.01L - use school and community resources to support classroom learning;
❖BSC2.05L - participate in directed group work;
BSC2.06L - ask questions to obtain information and clarification from teachers and peers;
BSC2.07L - express opinions appropriately in teacher-led classroom discussions.

Planning Notes

- Collect ads containing celebrity endorsements and/or fictional spokespersons. The celebrities could be from the sports or entertainment industries. The fictional spokespersons may be characters such as a tiger that likes cereal or a tall green man who promotes vegetables. The ads should be collected from newspapers, magazines, flyers, billboards, and television.
- To prevent students from losing focus on the task put a time limit on the task.
- Select and tape a variety of easy-read biographies on celebrities.
- Create a worksheet based on each of the chosen biographies.
- Make copies of Appendix 1E – Group Presentation Checklist to assess the group presentation on the chosen biography.
- Make copies of Appendix 1F – Written Biography Retelling Rubric.
- Make copies of Appendix 1G – Group Biography Presentation Rubric.

Materials Needed

- chart paper, markers; magazines from a variety of categories, e.g., music, sports, fashion, science, etc.; easy-read biographies of various celebrities; tapes, tape recorders, headphones; worksheets

Prior Knowledge Required

- ability to read simple written material
- ability to use capitalization and punctuation
- demonstrates suitable behaviour in groups

Teaching/Learning Strategies

1. Introduce the use of *celebrity endorsements* and fictional *spokespersons* in ads. Show three examples to the class that target different audiences. Working in small groups, students browse through various print media and cut out the ads that show celebrity endorsements or spokespersons. Students name the celebrities, what they are famous for and the products they endorse. Discuss why a celebrity would endorse a product and why a company would want a celebrity or spokesperson to endorse its product. Discuss the target audience of each of the ads and how the celebrity attracts that audience. Students write a response journal about a celebrity they admire and how that celebrity might influence their buying habits. Offer the students some sentence starters to guide their writing such as: *A celebrity I really admire is...because..., If .... endorsed a product like.... I would buy it because...,* etc.
2. Have students watch/listen to the media for an evening to identify ads that use celebrity endorsements or fictional spokespersons. Students name the celebrity, what they are famous for, the products they endorse, where the endorsement was seen, and the target audience of the ad. Students record their results in their advertising logs and share their results with the class. Discuss which ads were the most commonly seen, where they were located and which ones students felt would influence them to buy the product the most. Record on chart paper an account based on class results. Have students write their own reactions into their response logs.
3. Display a selection of easy-read biographies of various celebrities. Model the task by reading aloud one of the biographies. Discuss the details of the celebrity's life. Make predictions about what kind of things the celebrity would endorse. As a class complete the worksheet created about the celebrity. Working in small groups, students choose a celebrity to study. Students follow along with the text as they listen to the taped version of the story. Remind students that they write their own celebrity biographies later in this activity. Students discuss the celebrity's life: *Why is this person famous? What contributions has this person made to the world ? Why would this person be a good person to give an endorsement?* Have students make predictions about: *What types of products could this person endorse? Who would be the target audience for this person?,* etc. As a group they complete the biography worksheet. Each group presents their information on the celebrity as well as their opinion on appropriate endorsements for their celebrity to the class. Distribute copies of Appendix 1E – Group Presentation Checklist for peers to use to assess the presentations. Use Appendix 1G – Group Biography Presentation Rubric to assess the presentations.
4. Introduce the basic structure of the writing process. Model the assignment with the biography used to model in step 3. Brainstorm ideas for endorsements and write them on the board. Discuss how their ideas could be organized into different classifications such as health, fashion, or entertainment. Write a rough copy of the biography on the board using the simple past verb tense. Have the class find any errors and write a good copy on chart paper. Emphasize the correct use of capitals at the beginning of sentences and proper nouns. Have students write a rough copy of their biography from step 3 including the possible endorsement. Have it peer and teacher edited for spelling, grammar, and interest. If possible allow students to use a computer with simple word-processing programs to write the final product. Distribute copies of Appendix 1F – Written Biography Retelling Rubric so students know what the expectations are.

Assessment/Evaluation Techniques

- Appendix 1E – Group Presentation Checklist (Formative)
  Groups may use the checklist to prepare for their presentation.
  Peers may use the checklist to evaluate the group presentations.
- Appendix 1G – Group Presentation Rubric (Summative)
  Using the rubric in step 3:
  a) Assess the students' participation in group work.
  b) Assess the students' ability to locate key information in simple print.
  c) Assess the students' ability to present book talks.
- Appendix 1F – Written Biography Retelling Rubric (Summative)
  Using the rubric in step 4:
  a) Assess the students' ability to compose a first draft and edit it.
  b) Assess the students' ability to use simple word-processing software.

Accommodations

- Students may wish to use first language dictionaries.
- Students may be grouped with students who have stronger language skills.
- Students may do their writing in pairs if they are unable to compose an individual piece.
- Students may not be ready to present in this activity. They have the opportunity to make a presentation again in Activity 5.

Resources

Dougherty, D. *JAM session: Michael Jordan*. Minnesota: ABDO Publishing Co., 1999.
ISBN 1-57765-340-8

Dougherty, T. *JAM session: Sammy Sosa*. Minnesota: ABDO Publishing Co., 1999.
ISBN 1-57765-346-7

Dougherty, T. *JAM session: Tara Lipinski*. Minnesota: ABDO Publishing Co., 1999.
ISBN 1-57765-344-0

Dougherty, T. *JAM session: Tiger Woods*. Minnesota: ABDO Publishing Co., 1999.
ISBN 1-57765-343-2

Kramer, S.A. *Ice Stars*. Grosset & Dunlop Inc. ISBN 0-448-41590

Rediger, P. *Great African Americans in Music*. Niagara-on-the-Lake: Crabtree Publishing Co., 1996.
ISBN 0-86505-814-8

Webb, M. *Superstar of Science: David Suzuki*. Mississauga: Copp Clark Pitman Ltd., 1991.
ISBN 0-7730-5046-9

Activity 4: Promotional Programs

Time: 300 minutes

Description

Promotional offers are common in the advertisements that the students see everyday. This activity explores a variety of offers. Students read to locate key information as well as find specific information which may have an impact on their participation in the offer. Language development focusses on vocabulary development, antonyms, and synonyms.

Strand(s) and Expectations

Strand: Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
BORV.03L - create and analyse simple media works.

Specific Expectations

BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR2.01L - use informal language appropriately;
BOR3.01L - participate in discussions about the effects on consumer buying habits of television commercials and other forms of advertising.

Strand: Reading

Overall Expectations

BREV.02L - use some strategies to build vocabulary;
BREV.03L - use some key reading strategies, with teacher guidance;
❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

BRE1.01L - read along while listening to stories and other materials being read aloud;
BRE1.06L - respond to personal reading in a variety of ways;
BRE2.01L - use thematic word lists and knowledge of word families to build vocabulary;
BRE2.02L - use learner dictionaries;
BRE2.03L - identify synonyms, antonyms, homophones, and homonyms for familiar words;
❖BRE3.02L - use a variety of strategies to determine the meaning of unfamiliar words;
❖BRE4.02L - record key words and information.

Strand: Writing

Overall Expectation

BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance.

Specific Expectations

❖BWR1.01L - write short answers to oral and written questions about familiar topics;
❖BWR1.03L - complete simple forms.

Strand: Social and Cultural Competence

Overall Expectation

BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations.

Specific Expectations

BSC2.05L - participate in directed group work;
BSC2.06L - ask questions to obtain information and clarification from teachers and peers;
BSC2.07L - express opinions appropriately in teacher-led classroom discussions.

Planning Notes

- Collect ads from various companies for the same product. Make sure some of the ads contain rebate offers.
- Collect a variety of magazine subscription offers.
- Collect a variety of CD, DVD, video, and book club offers.
- Make multiple copies and an overhead transparency of one of the club offers.
- Create a worksheet to search for details based on the club offer. Create questions such as *How many CDs will the initial offer give you?* and *How many CDs will you have to buy to complete your membership?*
- Collect a selection of ads which represent different promotional offers (e.g., Sales: Clearance, White, Going-out-of-Business, etc.); coupons, samples, contests, gift with purchase, etc.
- Make a simple thesaurus available.
- Warn students against sending in any forms unless they are seriously interested in receiving the subscription or membership.
- Create a quiz based on some of the offers discussed in class. Have the students locate key information in the ad as well as find specific information. You may have students circle details on the offer itself.

Materials Needed

- ads for the same product from various companies; ads with rebate offers; envelopes; magazine subscription offers; CD, DVD, Video, and Book club offers, copies of the worksheet for one of the offers, overhead transparency of the worksheet; collection of promotional offers; simple thesaurus

Prior Knowledge Required

- understands some basic facts and concepts about printed text
- ability to record key words and information

Teaching/Learning Strategies

1. Introduce the students to the concept of *incentives*. Explain that incentives add value to a purchase and that there are four main categories: *Price savings, Product samples, Gifts,* and *Experiences* (contest). Explain that companies use different promotional vehicles to package the incentives. Have students brainstorm some of the promotions they have seen. The list should include: Sales (Clearance, White, Warehouse, Cash and Carry, Going-out-of-Business, etc.), coupons, samples, contests, Air Miles, scratch and save, special events, etc. Show students concrete examples of the different promotional offers.
2. Distribute a variety of magazine subscription offers. Explain that with subscriptions they can get magazines through the mail at reduced prices compared to newsstand prices. Demonstrate for the students how to locate the key information: *Is it a weekly, biweekly, or monthly publication? How long will the subscription last or how many issues will they get? How much money will they save compared to buying it at the newsstand price? Is the price advertised for Canadians or Americans and if for the US, what is the cost in Canada?,* etc. The skill of being able to locate key information is a step towards the scanning skills they will work on in ELDCO. At this level students require guidance to find the correct answers. Have students practise filling out subscription forms. Use a fictional address. Students glue their subscription form into their advertising logs.

3. Create an overhead transparency of an ad for a CD, video, DVD, or book club. Discuss why these offers appeal to people. Guide students to read ads for specific details such as: *How many more purchases will they have to make? In what amount of time must further purchases be made? What kind of choices are offered? What are the prices of future purchases? Who pays the shipping charges? How/When can they cancel their membership?*, etc. Distribute copies of handouts based on the overhead ad. Students complete the worksheet based on the above questions together as a class. Students work in pairs. Distribute different club offers to the groups. Students design five questions based on their particular ad. Trade their questions and ads with other groups. Once students have finished answering the questions they return them to the group that created the questions. Together the foursomes check the responses for accuracy.
4. The class works together to compare newspaper ads for a similar product such as cell phones or computers. Have students determine if the information is specific or general. Students should be able to determine information such as: *Has the brand been tested and if so by whom? What is the cost? How long does it last? Does it come with a guarantee? What, if any, of the components are optional or included?* Students use a T-chart to record their findings. Students create a class vocabulary list using words that are commonly used to promote the product. Write all the words on the board. Class develops a cognitive map linking similar words into categories. Students then use their learner dictionaries to develop definitions for the descriptive words. A discussion may be developed around the way some words are played with in ads to give a twist to the common definition. Introduce synonyms and antonyms. Have students complete a chart showing the descriptive words, synonyms, and antonyms.
5. Explain what a *rebate* is. Give the students a variety of ads that contain rebates. Alert students to the importance of reading the small print and how it may affect the promotional deals being advertised. Make sure they are able to find the key information of what needs to be included in order to receive the rebate. Students write a paragraph about which ad they feel is most effective and why in their personal response log. Teach students how to fill out a rebate form. Have students practise filling out rebate forms. Teach students how to address an envelope so they can send in their rebate form.
6. Distribute the quiz to the students. The quiz should contain sample ads similar to those completed in class. Have students locate the key information just as they did in the examples. It could include either a subscription or rebate form to be filled in. There could also be a vocabulary section allowing students to demonstrate their knowledge of synonyms and antonyms. Students complete the quiz.

Assessment/Evaluation Techniques

- Completed subscription forms are used to assess students' ability to complete simple forms. (Formative)
- The teacher-created quiz is used to evaluate students' ability to locate key information and write short answers to written questions about familiar topics. (Summative)

Accommodations

- Students may wish to use first language dictionaries.
- The quiz may include a matching component to help students who have difficulties with synonyms and antonyms.
- The teacher may provide samples of forms with some of the information filled in for students who have difficulty in completing the forms.

Resources

Simple thesaurus

Activity 5: My Own Ad

Time: 300 minutes

Description

Students apply their knowledge of media advertising. Each student creates a print ad for a product of their choice. The student ads incorporate the advertising techniques learned throughout the unit.

Strand(s) and Expectations

Strand: Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
❖BORV.03L - create and analyse simple media works.

Specific Expectations

❖BOR1.01L - use appropriate language to facilitate classroom and group discussions;
❖BOR1.03L - present book talks or projects using visual aids.

Strand: Reading

Overall Expectation

BREV.01L - read and listen to others read a variety of materials.

Specific Expectations

BRE2.02L - use learner dictionaries;
BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes.

Strand: Writing

Overall Expectations

BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
❖BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

BWR1.02L - participate in shared writing activities in small groups;
BWR2.01L - participate in structured pre-writing activities;
BWR2.02L - compose a first draft or a specific form of writing, with teacher guidance;
❖BWR2.05L - use simple graphics software to format and embellish pieces of writing, with teacher guidance;
BWR3.02L - capitalize the beginning of sentences and frequently occurring proper nouns;
BWR3.04L - use correct punctuation in simple sentences, with some consistency.

Strand: Social and Cultural Competence

Overall Expectations

BSCV.03L - use school and community resources;
❖BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations.

Specific Expectations

BSC2.01L - use school and community resources to support classroom learning;
BSC2.06L - ask questions to obtain information and clarification from teachers and peers.

Planning Notes

- Prepare a large copy of Appendix 1I – Ad Rubric on bristol board and cut it into large pieces to divide the levels of achievement. The class assembles the rubric on the board and discusses how they can work to achieve a higher level.
- Make copies of Appendix 1I – Ad Rubric to distribute to students to use while they create their ads.
- Make copies of Appendix 1H – Ad Checklist to distribute to students to use while they create their ads.
- Refresh the magazine supply.
- Use the class set of folders for the ads-in-progress.
- Book the computers for two classes, preferably with a day between. Ensure that a suitable word-processing program and clip-art program are installed.
- Pre-approve products to be advertised, ensuring their appropriateness in a classroom setting.

Materials Needed

- a variety of magazines; scissors, glue sticks, computer paper, and art supplies
- construction paper, markers, and magnets or chalkboard gum

Prior Knowledge Required

- knowledge of ad content and format
- knowledge of descriptors and persuasive ad techniques

Teaching/Learning Strategies

1. Congratulate the students on their knowledge of advertising. Call on students to review the information posted around the room and to explain the use of persuasive techniques found in ads.
2. Inform the students that they will use their knowledge to produce a print ad of their own choice. Explain that a rubric is used to evaluate their ads. Review the concept of rubric by presenting a mock rubric on the flip chart. Distribute the oversized pieces of the Ad Rubric used for their ads to the students. Have each student read their piece and bring it to the board. Once all the pieces have been read and brought to the board, the class re-constructs the rubric by paying careful attention to the adjectives and vocabulary used and the format of the mock rubric. Personal copies of the rubric are distributed to students to refer to while developing their ads.
3. Students brainstorm for possible products to advertise. Write these key questions on the board to focus their selection: *Who will buy this product? What is special about this product? What describing words can be used? What need or fear does this product "fix"? Where should this product be advertised?*
4. Review the importance of visual appeal in ads. Ask students for tips on how to make their ads attractive. Reinforce the fact that using the computer can enhance ads. Show students examples of fonts and clip-art selections that are available for their use. Each student could print two graphics that might be used for the ad. Re-emphasize the importance of visuals complementing the product and words in an ad. Comment on student suggestions of what products might suit the graphics displayed.
5. Distribute Appendix 1H – Ad Checklist to allow students the opportunity to ensure that they have followed the main rules found in print advertising.
6. Review Appendix 1I – Ad Rubric ad for students to use as they proceed with their task. Students mock-up possible ads for their products, consulting the rubric and their peers. The computer, magazines, and art supplies are used to create the ads.
7. Students present and explain their ads to the class and Appendix 1I – Ad Rubric is used for the culminating evaluation.

Assessment/Evaluation Techniques

- Ad Checklist (Formative)
  Using the checklist in step 5 students self and peer evaluate their advertisements.
- Ad Rubric (Summative)
  Using the rubric in step 7:
  a) Assess students' ability to create an advertisement.
  b) Assess students' ability to present a project.
  c) Assess students' ability to write simple text.
  d) Assess students' ability to organize information.
  e) Assess students' ability to demonstrate knowledge of persuasive techniques.

Accommodations

- Some students may need help selecting a product and may need encouragement to model their ad on an existing ad.
- Weaker students may be assisted by other students or paired for this culminating activity.
- Computer-generated clip-art could be provided to students who lack the computer skills to select their own.
- Some students may wish to design their ads without the use of the computer.

Resources

Oxford Elementary Learner's Dictionary. Toronto, Oxford University Press, 1994. ISBN 19-4312755

Appendix 1A

Units of Measure Word Search

S	K	Y	G	U	B	I	C	W	O	A	M	T
L	I	T	R	E	S	Q	A	P	O	U	N	D
Y	L	C	A	G	O	F	L	H	H	S	T	O
B	O	D	M	V	C	E	P	V	B	C	L	Z
E	G	O	S	H	Y	P	A	C	K	A	G	E
F	R	M	I	E	B	W	S	E	H	J	X	N
O	A	K	U	X	L	B	E	N	W	N	S	M
L	M	I	L	L	I	L	I	T	R	E	S	K
P	S	F	S	E	K	J	Q	S	J	A	B	H
M	V	O	L	L	O	D	F	H	C	C	U	G
I	H	W	A	K	N	G	T	S	I	H	A	P

Find the words for these abbreviations:

lb. kg. gr. l. ml.
ea. doz. pkg.

Appendix 1B

Taste Test

Taste each food item. Then complete the chart and rate each item.

1 = I don't like this!   2 = It's okay.   3= It's good.   4 = It's great !

	Product 1	**Product 2**	**Product 3**
Taste			
Smell			
Appearance			
Feel			
Total			

Which product was your personal favourite?

Which product does your group prefer?

Make a list of words that describe your group's favourite.

Appendix 1C

Shopping with Coupons

Aaron and Mohammed enjoy cooking. They are learning to bake bread, cookies, and cakes. They need flour to use in their baking.

To save money on flour, Aaron looks for sales and for coupons. Mohammed cuts the following coupon out of a magazine.

$1.00 Manufacturer's Coupon Expires 2/28/2008 $1.00

Bests Baking Flour

Consumer: Redeem this coupon at any Bests retailer. Not valid with any other offer. Limit one per visit. No photocopies or facsimiles accepted. Void where prohibited.

Retailer: Return to your authorized Bests distributor for reimbursement. GST. included in Canada.

$1.00

Offer expires February 28, 2008

Valid only in Canada

$1.00

On March 12, 2004, Mohammed and Aaron go grocery shopping and take their coupons with them to the store. **Can they still use the flour coupon?** Be sure to check the expiration date on the coupon.

(Example answer: Yes, they can use the coupon because it does not expire until 2008.)

Aaron decides that they need two bags of flour. They put two bags into their shopping cart along with their other groceries. When they get to the checkout counter Mohammed gives the cashier the coupon. The cashier takes 1 dollar off the price for only one of the bags of flour. Aaron asks, "Excuse me, don't we get 1 dollar off each bag of flour?" **If you were the cashier, what would your answer be?**

Look at the coupon and answer the following questions in complete sentences. Give proof from the coupon in your answer.

How much money will they save with this coupon?

Do they need to buy a particular size of the product?

Could they use the coupon to buy a different brand of flour?

Appendix 1D

Advertisement Analysis Checklist

	Yes	No	Needs Improvement
Identifies need or fear.			
Identifies target audience.			
Identifies product name.			
Uses capitalization correctly.			
Uses punctuation correctly.			
Page layout is neat.			
Page layout includes original ads.			
Page layout is organized.			

Appendix 1E

Group Presentation Checklist

	Yes	No	Needs Improvement
Introduce group members.			
Gives the name of the famous person.			
Shows a picture of the person.			
Explains why the person is famous.			
Explains what contributions the person has made to society.			
Explains why they are/would be a good spokesperson for a product.			
Explains why they think the person would be endorsing a certain product.			
Explains who the target audience would be.			
There is equal participation by all group members.			

Appendix 1F

Written Biography Retelling Rubric

Categories	Level One (50-59%)	Level Two (60-69%)	Level Three (70-79%)	Level Four (80-100%)
Knowledge/Understanding				
Demonstrates an understanding of biographies	- limited understanding of a biography	- some understanding of a biography	- considerable understanding of a biography	- thorough understanding of a biography
Demonstrates an understanding of the concept of product endorsement	- limited understanding of product endorsement	- some understanding of product endorsement	- considerable understanding of product endorsement	- thorough understanding of product endorsement
Thinking/Inquiry				
Organizes ideas logically	- limited organization	- some organization	- considerable organization	- thorough organization
Supports opinion of endorsement choice	- limited support	- some support	- considerable support	- thorough support
Communication				
Text fulfills purpose	- limited fulfillment	- some fulfillment	- considerable fulfillment	- thorough fulfillment of purpose
Uses vocabulary effectively	- limited effectiveness	- some effectiveness	- considerable effectiveness	- thoroughly effective use of vocabulary
Writes in complete sentences	- limited use of complete sentences	- some use of complete sentences	- considerable use of complete sentences	- thorough use of complete sentences
Uses writing conventions (correct spelling, verb tenses, punctuation, etc.)	- limited use of standard writing conventions	- some use of standard writing conventions	- considerable use of standard writing conventions	- thorough use of standard writing conventions
Application				
Includes biographical information	- limited biographical information	- some biographical information	- considerable biographical information	- thorough biographical information
Composes and edits a first draft of the assignment	- limited editing	- some editing	- considerable editing	- thorough editing
Uses simple graphic software to format and embellish writing	- limited use of software	- some use of software	- considerable use of software	- thorough use of software

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 1G

Group Biography Presentation Rubric

Categories	Level One (50-59%)	Level Two (60-69%)	Level Three (70-79%)	Level Four (80-100%)
Knowledge/Understanding				
Demonstrates an understanding of biographies	- limited understanding of biographies	- some understanding of biographies	- considerable understanding of biographies	- thorough understanding of biographies
Demonstrates an understanding of endorsements	- limited understanding of endorsements	- some understanding of endorsements	- considerable understanding of endorsements	- thorough understanding of endorsements
Thinking/Inquiry				
Presentation organized to demonstrate that group members share responsibilities	- limited sharing of responsibilities	- some sharing of responsibilities	- considerable sharing of responsibilities	- thorough sharing of responsibilities
Organizes information in a logical order	- limited organization	- some organization	- considerable organization	- thorough organization
Reasons for choosing a particular item to endorse are explained	- limited explanation	- some explanation	- considerable explanation	- thorough explanation
Communication				
Conveys biographical information	- limited biographical information	- some biographical information	- considerable biographical information	- thorough biographical information
Uses and explains key subject-specific vocabulary	- limited use and explanation	- some use and explanation	- considerable use and explanation	- thorough use and explanation
Introduction gets the attention of the audience	- limited audience attention	- some audience attention	- considerable audience attention	- thorough audience attention
Demonstrates ability to use standard Canadian English speech patterns	- limited ability	- some ability	- considerable ability	- thorough ability
Demonstrates appropriate use of gestures in a presentation	- limited use of appropriate gestures	- some use of appropriate gestures	- considerable use of appropriate gestures	- thoroughly appropriate use of gestures
Application				
Demonstrates use of appropriate language style in a presentation	- limited use of appropriate language style	- some use of appropriate language style	- considerable use of appropriate language style	- thorough use of appropriate language style
Demonstrates use of persuasive language	- limited use	- some use	- considerable use	- thorough use

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 1H

Ad Checklist

	Yes	No	Needs Improvement
Ad will appeal to its target audience.			
Layout has a focal point.			
Benefits of product are clearly presented.			
Gives specific information – creates believability.			
Requests an action from the consumer (visit the web site, send in coupon, call 1-800 for info).			
Includes a slogan.			

Appendix 1I

Ad Rubric

Categories	Level One (50-59%)	Level Two (60-69%)	Level Three (70-79%)	Level Four (80-100%)
Know/Understanding				
Demonstrates an understanding of the target audience	- limited understanding of target audience	- some understanding of the target audience	- considerable understanding of the target audience	- thorough understanding of the target audience
Demonstrates an understanding of persuasive techniques	- limited understanding of persuasive techniques	- some of understanding of persuasive techniques	- considerable understanding of persuasive techniques	- thorough understanding of persuasive techniques
Demonstrates an understanding of language style used in advertisements	- limited understanding of language style	- some understanding of language style	- considerable understanding of language style	- thorough understanding of language style
Thinking/ Inquiry				
Organizes information	- limited organization	- some organization	- considerable organization	- thorough organization
Selects relevant information to enhance ad	- limited use of relevant information	- some use of relevant information	- considerable use of relevant information	- thorough use of relevant information
Communication				
Visuals add to the ad's effectiveness	- limited contribution	- visuals make some contribution	- considerable contribution	- visuals make thorough contribution
Uses persuasive language to influence audience	- limited use of persuasive language	- some use of persuasive language	- considerable use of persuasive language	- thorough use of persuasive language
Application				
Completes the ad	- limited completion	- some completion	- considerable completion	- thorough completion
Ad clearly identifies benefits to consumer	- limited benefits identified	- some benefits identified	- considerable benefits identified	- benefits thoroughly identified
Ad calls for action consumer (rebate)	- limited call to action	- some call to action	- considerable call to action	- thorough call to action
Uses persuasive techniques (endorsement, coupon, slogans)	- limited use of persuasive techniques	- some use of persuasive techniques	- considerable use of persuasive techniques	- thorough use of persuasive techniques

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 2: Adventures: Journeys into the Unknown

Time: 20 hours
Unit Developers: Hazel Excell, Sandra Katz, Alison Kelsey, Barbara Landry, Barbara Leitch, Lesley Macdonald, Paula Markus, Betty Ann Taylor, Moira Wong
Development Date: February 2000

Unit Description

This unit uses the themes of adventure and travel to heighten interest in reading and writing. Students have the opportunity to share personal adventures, read simple fiction and non-fiction, extract information from reference texts and maintain a log of reading materials. Students use some elements of the writing process to plan their writing. As a culminating activity, students individually create and present an illustrated adventure travel album.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: BORV.01L, BORV.02L, BORV.03L.
Specific Expectations: BOR1.01L, BOR1.02L, BOR1.03L, BOR2.01L.

Strand: Reading
Overall Expectations: BREV.01L, BREV.02L, BREV.03L, BREV.04L.
Specific Expectations: BRE1.01L, BRE1.02L, BRE1.03L, BRE1.04, BRE1.05L, BRE1.06L, BRE2.02L, BRE3.02L, BRE3.04L,BRE4.01L, BRE4.02L, BRE4.03L, BRE4.04L.

Strand: Writing
Overall Expectations: BWRV.01L, BWRV.02L, BWRV.03L.
Specific Expectations: BWR1.01L, BWR1.05L, BWR2.01L, BWR2.02L, BWR2.03L, BWR2.04L, BWR3.01L, BWR3.02L, BWR3.03L, BWR3.04L.

Strand: Social and Cultural Competence
Overall Expectations: BSCV.03L, BSCV.04L.
Specific Expectations: BSC2.01L, BSC2.04L, BSC2.05L, BSC2.06L.

Activity Titles (Time and Sequence)

Activity 1	Journeys	180 minutes
Activity 2	Seeing the World Through Books	120 minutes
Activity 3	Discovering "Ice Mummy"	300 minutes
Activity 4	Exploring Outer Space	300 minutes
Activity 5	My Adventure Album: Planning a Trip	300 minutes

Unit Planning Notes

- The theme of adventure has been chosen because it takes students into a world of discovery and exploration, both real and imagined. It is a topic that ELD students enjoy and there is a variety of suitable reading material which can accommodate a range of reading abilities and interests. One of the best ways to inspire students to read and write is to have on hand in the classroom a plentiful supply of well written fiction and non-fiction, illustrated books, easy-reads, reference books, story anthologies, books on tape, CD-ROMs and informational texts such atlases, dictionaries, brochures, newspapers, and magazines. Have these resources available for students to browse through, read, and borrow. Ensure that materials reflect and respect the cultural, linguistic and racial diversity of the class and of Canadian society. Include first language and bilingual reading materials. Confer with your teacher-librarian about selecting materials to augment and refresh your class collection. Suggestions for specific material are included in Resources and throughout the activities. These may be substituted with suitable materials that you have on hand.
- Often ELD students prefer to read picture books and children's stories on CD-ROM in class. The more conventional readers such as *Tales from Many Cultures* and easy-read non-fiction books such as *Ice Mummy* and *Invaders From Outer Space* are often favoured by students for home study. A flexible approach towards choosing materials enables students at different reading and age levels to enjoy and explore books for personal reading in and out of class. Age appropriateness of the stories must also be considered.
- This unit relies on picture books and illustrated texts as important core resources. Illustrated books are intended to be read and enjoyed by people of all ages. In the ELDBO classroom, these books are valuable because the pictures immediately link words to meaning, thereby making them less intimidating for emerging readers. The artist's or photographer's creative interpretation of the text heightens interest in reading. Nevertheless, these books still require the reader to understand how stories are put together or how to locate key information. Examining the illustrations closely helps ELD students fill in the details of the text and gain greater meaning from reading.
- Reading a selection of non-fiction adventure stories and supplementary reference books is the focus of many activities in the unit. The authenticity of true life adventures naturally engages readers into the book. At the same time, these true life adventures can easily be extended into having readers investigate related topics and help fill some of the gaps in their knowledge. Reference books, although often written at a level somewhat higher than students' current reading levels, are sometimes easier for the ELDBO students to cope with because students can learn that reading can start anywhere in the text and there is no need to progress sequentially. A great deal of information is gleaned from reading book covers, headings, captions, illustrations, pictures, charts, maps, as well as the text itself. Words together with key visuals offer greater meaning than words in isolation.
- Everyone enjoys a good story and no one is too old to be read to. Illustrated books are meant to be listened to, read, and enjoyed by people of all ages. These books also reinforce the oral rhythm and intonation patterns of English. Reading aloud by the teacher is an important component of the unit because students benefit from hearing texts that are linguistically complex. Additional cues to meaning come from vocal expression and intonation. It is important to note that it is sometimes easier to retain new language that has been heard rather than new language encountered in print form only. Choose illustrated books that interest your students. The pictures or illustrations should be colourful, imaginative, and act as a support to understanding the meaning of the text. Before reading aloud to the class, take a moment to read the book silently from beginning to end and try to analyse what the appeal of the story is and how you can help students understand the story. When you are reading an illustrated text aloud, don't become preoccupied with reading each word verbatim. Stop and show the pictures. Substitute words you think clarify meaning. Use vocal expression, intonation, and gestures to assist students in understanding the text. Remember total comprehension is not a prerequisite for student enjoyment.

- Telling a story is different from reading a story. Skilled storytellers hold pictures in their imagination and tell the story from those pictures. They do not try to recall the story word for word. Trying to retell a story from memory rather than interpreting pictures from the imagination prevents effective storytelling. When choosing a story to tell to the class, use a story that has a simple plot, repeated language patterns and actions that are easy to mime. Students being asked to tell personal stories should have options since their privacy should be respected.
- Retelling is a practical way to determine whether students have understood what they have listened to or have read orally or silently. Retelling is also a great way for students to take ownership of what they have read. It gives practice in speaking and is a natural bridge to expressing thoughts in writing. Encourage students to retell material using illustrated books that the teacher has used for reading aloud.
- Many of the suggested teaching/learning strategies in this unit involve pair and group work. Consider at times grouping students from similar language and cultural backgrounds together. This way they can use their first language or common cultural and storytelling traditions to assist with thinking and learning. Other times, the groups should be heterogeneous and include students at various reading levels.
- The culminating performance assessment task of this unit is for students to prepare an adventure album with pictures, captions, and thoughts about a trip that they are interested in taking. They make a short oral presentation explaining their album. The purpose of this project is to give emergent readers the opportunity to use research skills learned in the unit to plan an adventure and to use some of the writing process to plan writing. As an ongoing activity, it is suggested that teachers devote time to reading aloud from adventure travel books suggested in the bibliography. Students enjoy the adventure aspect of these books and these books model some of the components needed to complete their adventure album.
- In order to make the final activity successful, establish a positive research environment throughout the unit. Set up a bulletin board to highlight places in the world. Refresh your adventure travel book display with easy-reads and illustrated texts. Encourage students to bring in travel brochures, magazines, pictures, and books to share with the class. A visit to a local library or bookstore may be beneficial. Work with your teacher-librarian to arrange book talks. Use the Internet wisely. There are a number of sites on travel and real-life exploration that students enjoy.
- Students need ample time to complete their adventure albums and practise their presentations. There should be a good stock of art supplies, pictures to cut out, and storage space for unfinished work. Make the computer a tool that works for you and your students. Let students experiment with word-processing software. Encourage students to use their artistic abilities to illustrate portions of the album. But above all, enjoy the project and celebrate the discovery of new places.

Prior Knowledge Required

- responds appropriately to oral instructions and information in a classroom setting
- reads a variety of simple written materials
- uses some basic reading strategies with teacher guidance
- writes simple texts following some conventions of standard English
- demonstrates suitable behaviour in pairs and small groups
- understands how to keep a reading log and vocabulary log
- is familiar with brainstorming, cloze exercises, making presentations

Teaching/Learning Strategies

- brainstorming, categorizing, cloze exercises, co-operative writing, copying, guided reading/writing, sequencing, experience charts, key word lists, paired reading, reading aloud to students, read-along tapes, shared reading, skimming/scanning, sketching, think alouds, small group work, viewing videos, sharing experiences orally, visual materials, Internet searches, note-making, oral presentations, homework, teacher modelling, teacher-directed questions, conferencing, charts and visual organizers, collaborative/co-operative learning, peer practice, peer teaching, think/pair/share

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Formative	Checklist for retelling	Thinking/Application
Activity 2	Diagnostic Formative	Research chart Pairs discussion	Knowledge/Communication Communication/Application
Activity 3	Formative Summative Summative	Daily response in notebook Book cover blurb Cloze exercise	Thinking/Application Knowledge/Communication Knowledge
Activity 4	Formative	Book talk	Knowledge
Activity 5	Summative Summative	Adventure album rubric Oral presentation rubric	Knowledge/Communication Thinking/Application

Resources

Illustrated Travel Adventure Books

Bondar, B. *On The Shuttle: Eight Days in Space*. Toronto: Greey de Pencier Books, 1993. ISBN 1-895-688-12-4
Excellent research text with great photos outlining Roberta Bondar's eight days on the Space Shuttle.

Jenkins, S. *The Top of the World: Climbing Mount Everest*. New York: Houghton Mifflin Company, 1999. ISBN 0-395-94218-7
A stunning picture book that explores the ultimate adventure of climbing Mount Everest.

Mercredi, M. *Fort Chipewyan Homecoming: A Journey to Native Canada*. Markham: Fitzhenry & Whiteside, 1998. ISBN 1-55041-290-6
A great read aloud story that outlines a journey taken by a young boy and his mother to a small isolated community in northeastern Alberta. This journey allows the boy Matthew to visit relatives and learn more about his mother's heritage.

Raskin, L. *52 Days by Camel: My Sahara Adventure*. Canada: Annick Press, 1998. ISBN 1-55037-518-0
In this picture book the reader takes an adventure of a lifetime by joining the author on his real-life trek across the Sahara to Timbuktu and beyond. Colour maps and vivid pictures help the reader to follow the route.

Schemenauer, E. *A New True Book: Canada*. Chicago: Childrens Press, 1994.
Part of a series of very easy to read books about places in the world.

Swan, R. *Destination: Antarctica*. New York: Scholastic Inc., 1999. ISBN 0-439-08777-5
This photographic book follows three travellers through the bitter cold, unending hunger and endless glaciers of Antarctica.

Tanaka, S. *Discovering the Iceman.* Toronto: Madison Press, 1996. ISBN 0-590-24951-7
This reference book with vivid photos and illustrations tells the amazing story of the discovery of the oldest, best preserved human body ever found.

Turnbull, A. *By Truck to the North: My Arctic Adventure.* Canada: Annick Press, 1999.
ISBN 1-55037-550-4
A great reference and read-aloud book. The readers think they are sitting in the truck's cab as they embark on a real-life adventure on a road made of ice to north of the Arctic Circle.

Easy-Read Adventure Books

Know It All Readers. *Spacebusters, Shark Attack, Titanic.* Toronto: Fenn Publishing, 1998.
ISBN 1-55168-196-X

Step into Reading Books. *Ice Mummy, Pompeii...Buried Alive, Volcanoes! Mountains of Fire, To the Top, Moonwalk, True-Life Treasure Hunts.* Toronto: Random House 1998. ISBN 0-679-85647-1

Picture Books

Andrews, J. *Very Last First Time.* Vancouver: Douglas & McIntyre Ltd., 1985. ISBN 88899-043-X
A moving story of a young Inuit girl who walks under the sea ice to hunt for mussels.

Garay, L. *The Long Road.* Toronto: Tundra Books, 1997. ISBN 0-88776-408-8. A charming story, illustrated with beautiful paintings , tells the story of one boy's arduous journey from a Latin American village to North America.

Garland, S. *The Lotus Seed.* Orlando: Harcourt Brace Jovanovich, 1993. ISBN 0-15-249465-0
This is the emotional story of a Vietnamese family forced to flee their homeland. The book thoughtfully portrays refugees who adapt to a different way of life without losing their cultural heritage.

Hartry, N. and Kilby, D. *Hold On McGuinty.* Toronto: Doubleday Ltd., 1997. ISBN 0-385-25710-4
This is a cross-Canada adventure of a man who decides to move from Newfoundland to British Columbia. Instead of travelling by sea in his boat, he and his beloved boat travel by train.

Munsch, R. *From Far Away.* Toronto: Annick Press, 1995. ISBN 1-55037-396-X
This sweet story grew out of a series of letters written by a seven year old who came to North America from Beirut.

Reynolds, M. *The New Land: A First Year on the Prairie.* Victoria: Orca Publishers, 1997.
ISBN 1-55143-071-1
This book paints a vivid picture of the experiences of the early settlers travelling by boat and train to settle on the prairies.

Other Books

Cameron, P. *Tales From Many Cultures.* Reading: Addison-Wesley, 1995. ISBN 0-201-82521-X

Kaskens, A. *A Beginning Look at Canada.* Toronto: Prentice Hall Allyn and Bacon, 1998.
ISBN 0-13-760117-4

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers.* Addison Wesley, 1997.

Shapiro, Norma and Jane Adelson-Goldstein. *The Oxford Picture Dictionary: Monolingual Canadian Edition.* Don Mills, Ontario: Oxford University Press Canada, 1999.

Green, J. *The Ultimate Guide to Classroom Publishing.* Markham: Pembroke Publishers, 1999.
ISBN 1-55138-112-5

Magazines

Canadian Geographic Magazine, Royal Canadian Geographic Society, Vanier, Ontario.

Official Journal of The National Geographic Society, Washington, DC.

Web Sites

www. nationalgeographic.com

www.spaceflight.nasa.gov/index-n.html

www.marsnews.hypermart.net

www. kids.earth.nasa.gov

Videos

National Geographic on Video

Activity 1: Journeys

Time: 180 minutes

Description

Every journey is an adventure into the unknown. This activity explores the concept of geographic journeys. Students retell stories they have read in class as well as recount stories of journeys from personal experiences. Language development focusses on sentence structure, past tense verbs, and adverbs of time.

Strands and Expectations

Strand: Oral and Visual Communication
❖BORV.01L - participate in discussions about personal experiences and opinions;
BOR1.01L - use appropriate language to facilitate classroom and group discussions .

Strand: Reading
❖BREV.01L - read and listen to others read a variety of materials;
BREV.02L - use some strategies to build vocabulary;
❖BRE1.01L - read along while listening to stories and other materials being read aloud;
BRE1.03L - choose books for a variety of purposes, including personal enjoyment, with teacher guidance;
BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English ;
BRE4.02L - record key words and information.

Strand: Writing
BWRV.03L - write simple texts following the conventions of standard Canadian English;
BWR1.01L - write short answers to oral and written questions about familiar topics;
BWR2.01L - participate in structured prewriting activities.

Strand: Social and Cultural Competence
BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations;
❖BSC2.05L - participate in directed group work;
BSC2.06L - ask questions to obtain information and clarification from teacher and peers.

Planning Notes

- When discussing a journey, it can be as long as coming to Canada or as short as the first trip to school.
- When students are asked to tell personal stories their privacy should be respected. Students who are reluctant should be given alternate choices such as telling about trips taken by relatives or friends.
- Select and tape picture books such as *Hold On McGuinty, Very Last First Time,* and *The Lotus Seed.*

- Make multiple copies of Appendix 2G – Story Retelling Checklist to assess the retelling of the picture book story for use in step 10.
- Make a series of sketches of a journey that you have taken as an aid to modelling for students for use in step 8.

Materials Needed

- small file cards, coloured markers, a large world map, yarn, straight pins, chart paper, read aloud books, cassette tapes, and picture books to tape

Prior Knowledge Required

- ability to use capitalization and punctuation in simple sentences
- ability to read simple written material
- ability to report on personal reading experiences
- knowledge of maps

Teaching/Learning Strategies

1. Distribute small file cards where students write their names using markers. Post a large world map on a bulletin board. Have students place their name cards around the map and use yarn to connect the names to their countries of origin. Have the class note the countries of origin.
2. Read aloud *The Long Road* and *The New Land* which tell the stories of two families' journeys to Canada.
3. Students answer six questions on each book: *Where did the journey begin? Who went on the journey? Why did they go? What problems did the travellers encounter? How were the problems resolved? Where did the journey end?* Record the questions and answers on chart paper. Make the read-aloud books available for students to borrow.
4. Explain to students that, in the final activity of the unit, they are required to plan an adventure album. Telling, listening to, and reading adventure picture books help prepare them for the task of creating their adventure album.
5. Brainstorm reasons why people make journeys. Help students classify these reasons into different kinds of journeys: *visits, recreation, business, vacation, emergencies, shopping,* etc. Students continue their vocabulary logs with these words.
6. Using examples that are found in the stories, review/teach the past tense of both regular and irregular verbs. Begin a reference chart of regular and irregular verbs.
7. To facilitate students' telling and retelling of stories about journeys, review/teach adverbs of time.
8. Using a series of sketches, model for students the telling of a journey that you have taken.
9. Ask students to think about trips they have taken such as their trip to Canada. As a clarification of their thoughts, students sketch the main events of one of their trips in chronological order. Have students practise telling their stories to partners, making sure to answer the six questions. Then two pairs join together and tell their stories a second time to the larger group of four.
10. Display a selection of picture books with tapes. Groups of three or four select a book and follow along with the text as they listen to the taped version of the story. Students practise retelling the story with each member of the group participating. Retold stories should include answers to the six questions. Each group retells the story they have heard to the class with each member of the group taking a turn. Students begin their reading logs with the titles of these books.

Assessment/Evaluation Techniques

- Teacher uses Story Retelling Checklist (Appendix 2G) to assess retelling in step 9. (Formative)

Accommodations

- Students experiencing difficulty with retelling may be partnered with one or more students who act as coaches or prompters.
- Students may draw a series of illustrations instead of retelling orally.
- Tape record retellings in step 10.
- Keep charts of verbs and adverbs posted.

Resources

Andrews, Jan. *Very Last First Time.* Vancouver: Douglas & McIntyre Ltd., 1985. ISBN-0-88899-043-X

Cameron, Penny. *Tales From Many Cultures.* Reading, Massachusetts: Addison-Wesley Publishing Company, 1995. ISBN 0-201-82521-X

Garay, Luis. *The Long Road.* Toronto: Tundra Books, 1997. ISBN 0-88776-408-8

Garland, Sherry. *The Lotus Seed.* Orlando, Florida: Harcourt Brace Jovanovich, 1993. ISBN 0-15-24946

Hartry, Nancy and Don Kilby. *Hold On McGinty.* Toronto: Doubleday Ltd., 1997. ISBN 0-385-25710-4

Munsch, Robert. *From Far Away.* Toronto: Annick Press Ltd., 1995. ISBN 1-55037-396-X

Reynolds, Marilynn. *The New Land.* Victoria, BC: Orca Book Publishers, 1997. ISBN-1-55143-071-1

Activity 2: Seeing the World Through Books

Time: 120 minutes

Description

This portion of the unit focusses on the development of research skills. Students learn how to extract information from non-fiction reference books by examining book covers, chapter titles or headings, pictures, maps, charts, and text. Students complete a chart that records key words and information found in adventure travel books.

Strands and Expectations

Strand: Oral and Visual Communication
BORV.01L - participate in discussions about personal experiences and opinions;
BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR2.01L - use informal language appropriately.

Strand: Reading
BREV.03L - use some key reading strategies, with teacher guidance ;
❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance;
BRE1.02L - identify and describe various forms of writing;
BRE3.02L - use a variety of strategies to determine the meaning of unfamiliar words;
❖BRE4.01L - find information in subject-specific sources;
❖BRE4.02L - record key words and information;
BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing
BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
❖BWR1.01L - write short answers to oral and written questions about familiar topics.

Strand: Social and Cultural Competence
BSCV.03L - use school and community resources;
❖BSC2.06L - ask questions to obtain information and clarification from teachers and peers.

Planning Notes

- To assist with step 1, bring in a copy of *By Truck to the North: My Arctic Adventure* and have a wall map where you can locate the Canadian Arctic.
- Borrow a class set of history or geography texts that are currently used in your school or you may use a class set of *A Beginning Look at Canada* in order to demonstrate how to find information from non-fiction books for use in step 3.
- Make multiple copies and an overhead transparency of Appendix 2A – Things I Have Learned from Research .
- Bring in a collection of various adventure travel reference books e.g., *By Truck to the North: My Arctic Adventure, 52 Days by Camel: My Sahara Adventure, The Top of The World: Climbing Mount Everest, Canadian Geographic Magazine,* and *National Geographic Magazine*. Look for books with many colourful and interesting pictures. It is recommended to devote time to read aloud daily from these adventure travel books.
- To assist students with the resource section of their adventure album, write on chart paper the titles and authors of the reference books used by students or read aloud by the teacher. Students can later refer to this chart when they are putting together their resource sections.
- For assistance in creating an observation checklist of pairs explaining to their small groups what they have gleaned from the reference books mentioned in step 5, refer to *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*.

Materials Needed

- *By Truck to the North: My Arctic Adventure*, wall map, chart paper, class set of history or geography texts, Appendix 2A – Things I Have Learned from Research handout and overhead, various adventure travel reference books, observation checklist

Prior Knowledge Required

- understands some basic facts and concepts about printed texts
- uses some basic reading strategies to decipher texts
- uses some basic patterns of standard Canadian English in some simple forms of writing
- demonstrates suitable behaviour in groups

Teaching/Learning Strategies

1. Tell the students that you are planning a trip to the Canadian Arctic. Locate the Arctic on a wall map. Record on the board what the class knows about the Canadian Arctic. Discuss the kinds of information that the teacher needs to know in advance of taking the trip to the Arctic and things to do before taking the trip. Review/teach future tense. Using the future tense, write sentences on the board of things the teacher needs to know and do before taking a trip to the Arctic.
2. On chart paper list where the teacher can search for more information about the Canadian Arctic. To further the discussion, show students a copy of the book *By Truck to the North: My Arctic Adventure*. Demonstrate to the class that you can acquire a great deal of information about the Canadian Arctic by reading this book's cover, headings, captions, illustrations, pictures, charts, maps, and text. Impress upon the class that a reader can start to find information anywhere in a non-fiction text with no need to progress sequentially. Using *By Truck to the North: My Arctic Adventure* as a resource, model some basic reading strategies. Record information about the Arctic on an overhead by using the chart found in Appendix 2A – Things I Have Learned from Research. Explain to students that charts are used to connect ideas and record information accurately. Distribute copies of Appendix 2A and have students copy down information about the Arctic from the overhead.

3. Distribute a class set of reference books such as *A Beginning Look at Canada*. Let students have time to browse through the books. Distribute copies of the chart found in Appendix 2A – Things I Have Learned from Research. Guide students to complete the chart by extracting information from the text. Circulate to help students who may be having difficulty with this task. Verify accuracy in reading and extracting information by recording the students' answers on an overhead.
4. Divide the class in pairs. Direct pairs to choose an adventure travel book from the class display and to complete the Things I Have Learned from Research chart together.
5. Circulate to help student pairs accurately complete the handout. Have two pairs join together and share things that they learned from examining their adventure travel book and completing the chart.
6. Remind students to add any new vocabulary words to their vocabulary log.

Assessment/Evaluation Techniques

- Assess students' Things I Have Learned from Research charts (Appendix 2A) to check for comprehension of content, completeness, and accuracy. (Diagnostic)
- Observe pairs explaining to their small groups what they have gleaned from the book. (Formative)

Accommodations

- In step 3, use easier reference books such as those found in the *A New True Book* series.
- Instead of having students record information on the chart found in Appendix 2A, use separate pieces of paper for each heading. This helps students who are distracted by too much print on one page to complete the task.

Resources

Suggested Reference Books

Jenkins, S. *The Top of the World: Climbing Mount Everest*. New York: Houghton Mifflin Company, 1999. ISBN 0-395-94218-7

Kaskens, A. *A Beginning Look at Canada*. Toronto: Prentice Hall Allyn and Bacon, 1998. ISBN 0-13-760117-4

Raskin, L. *52 Days by Camel: My Sahara Adventure*. Canada: Annick Press, 1998. ISBN 1-55037-518-0.

Schemenauer, E. *A New True Book: Canada*. Chicago: Childrens Press, 1994.

Swan, R. *Destination: Antarctica*. New York: Scholastic Inc., 1999. ISBN 0-439-08777-5

Turnbull, A. *By Truck to the North: My Arctic Adventure*. Canada: Annick Press, 1999. ISBN 1-55037-550-4

Magazines

Official Journal of the National Geographic Society, Washington, DC.

Canadian Geographic, Canadian Geographic Society, Vanier, ON.

Activity 3: Discovering "Ice Mummy"

Time: 300 minutes

Description

Through the study of the mini chapter book, Ice Mummy, students study the frozen 5000 year old body found in the Alps. Using the reference book, Discovering the Iceman, students complete an information chart. As an extension to reading, students write a book cover "blurb" for Ice Mummy. This activity focusses on vocabulary in context, comprehension of the text, and some elements of the writing process.

Strands and Expectations

Strand: Oral and Visual Communication

BORV.01L - participate in discussions about personal experiences and opinions;

BOR1.01L - use appropriate language to facilitate classroom and group discussions.

Strand: Reading

❖BREV.01L - read and listen to others read a variety of materials;

BREV.03L - use some key reading strategies with teacher guidance;

BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance;

❖BRE1.01L - read along while listening to stories and other materials being read aloud;

❖BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English;

BRE3.02L - use a variety of strategies to determine the meaning of unfamiliar words;

BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes;

BRE4.02L - record key words and information;

BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing

❖BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;

BWRV.02L - use some elements of the writing process to plan writing;

BWRV.03L - write simple texts following the conventions of standard Canadian English;

❖BWR2.01L - participate in structure prewriting activities;

❖BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;

❖BWR3.02L - capitalize the beginning of sentences and frequently occurring proper nouns;

❖BWR3.03L - use some common verb forms;

❖BWR3.04L - use correct punctuation in simple sentences, with consistency.

Strand: Social and Cultural Competence

BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations;

BSC2.05L - participate in directed group work.

Planning Notes

- Teachers need to be aware that some students may experience discomfort when exposed to some of the photographs in *Ice Mummy* and *Discovering the Iceman*. The photographs may trigger memories linked to traumatic experiences. As alternate resources, we suggest using the mini chapter book *To the Top* and the reference book *The Top of the World: Climbing Mount Everest*.
- Obtain a class set of the mini chapter book *Ice Mummy*.
- Obtain a few copies of the reference book *Discovering the Iceman*.
- Make multiple copies of Appendix 2A – Things I Have Learned from Research and Appendix 2B – Ice Mummy Cloze.

- Students should add to their reading and vocabulary logs throughout this activity.
- Students are required to write what they have learned after reading each chapter. This is not always repeated as a strategy. This writing should be collected and evaluated for content and completion.
- Develop a checklist with students for writing a good book cover "blurb". Ensure the checklist incorporates writing expectations.

Materials Needed

- learner dictionaries; chart paper, markers; class set of mini chapter book *Ice Mummy*; reference book *Discovering the Iceman*

Prior Knowledge Required

- ability to write simple text following some conventions of standard Canadian English
- ability to read a variety of simple written material
- ability to find information in subject-specific sources
- ability to record key words and information

Teaching/Learning Strategies

1. Distribute copies of *Ice Mummy*. Students examine the cover, title, illustrations, and headings to predict what they think this text is about. Record these predictions on chart paper. Record what students know about prehistoric peoples.
2. Read chapter one aloud as students follow along. Take time at various intervals to stop and ask questions, to have students restate information, make predictions, and to confirm comprehension. Discuss the material from chapter one and class predictions. Ensure that students understand the ideas and language of the chapter. Have students identify key vocabulary and guess the meanings, then verify the meanings in learner dictionaries especially focussing on meanings specific to the context of the story. Students add these words to their vocabulary logs.
3. Guide students to write a personal response to chapter one by asking questions such as: *What did you learn? What experiences have you had like this? What did this chapter make you think about?* Inform students that these daily summaries assist in writing a book cover "blurb" that is required at the completion of the activity. Discuss what a blurb is and show examples from the covers of the books from Activity 1.
4. Have a student reread what the mountain climber, Reinhold, said at the end of chapter one about the body that was found. Now have students predict what chapter two might say about life thousands of years ago and what they might want to learn about mummies. Record these on a *Prediction* chart and a *What I Want to Learn* chart.
5. Students read chapter two silently. Model the process at the same time by reading at your desk. Ask a few questions to check comprehension and to validate students' reading. Then read the chapter aloud while students follow along in their books. Discuss the content of the chapter. Check the *Prediction* chart and the *What I Want to Learn* chart to confirm information. Students select words whose meanings they need to understand better. Write the words on the board and have students give the meanings from the context of the story. Students verify meanings from the dictionary and add the words to the vocabulary logs they started in Unit 1. Using the key questions from chapter one, students write a personal response to chapter two in their notebooks. They repeat this at the completion of each chapter.
6. Using the reference book *Discovering The Iceman*, students research topics from chapter two: *his body, his clothing,* and *his tools*. Students work in groups on one of the three topics to record information on the chart from Appendix 2A – Things I Have Learned from Research. Each group presents its chart to the class.

7. Students read chapter three silently as the teacher circulates to help with unfamiliar words and ideas. Divide the class into two groups. Explain what miming is and show an example using the discovery in the first chapter. One group rereads and practises miming the role of the iceman while the other does the same for the roles of the mother and children at home. Dramatically read the chapter as each group mimes its part.
8. Read chapters four and five using guided reading strategies as outlined in step 2. On a world map, students locate the Alps where Austria meets Italy. Locate other places mentioned in the text where mummies are found. The teacher may wish to extend reading by engaging students in a class discussion on the following topics: *Italy in the Time of the Iceman* and *Mummies Preserved by People*. Students complete a practice cloze based on these chapters.
9. Before beginning chapter six, discuss television shows and movies involving time travel. Read chapter six to the class. In pairs students discuss and answer the questions posed by the author.
10. After taking home the book to reread, students complete a short cloze passage based on the whole book (Appendix 2B – Ice Mummy Cloze).
11. Have students browse again through the display of books from Activities 1 and 2, noting the length of the summaries and what makes a good book cover blurb. With the class examine some book cover blurbs and develop a checklist for writing a good blurb. Students compose a draft book cover blurb for *Ice Mummy*.
12. Model the conferencing and editing stages of the writing process by using an overhead projector and a sample piece of writing. Using the checklist from step 11, students conference in pairs to discuss and edit their book cover "blurb" while the teacher circulates to assist.
13. Students produce final copies of their blurb for evaluation.

Assessment/Evaluation Techniques

- Check daily response in notebooks for content and completion. (Formative)
- Check comprehension and understanding of new vocabulary by evaluating cloze exercise, Appendix 2B – Ice Mummy Cloze. (Summative)
- Using the checklist developed in step 11, evaluate the book cover blurb by the students. (Summative)

Accommodations

- Tape record the mini chapter book, *Ice Mummy*.
- Arrange for a proficient reader to buddy up with those that are not yet proficient to read the book.

Resources

Dubowski, Mark and Kathy East. *Ice Mummy*. New York: Random House, 1998. ISBN 0-679-85647-1

Tanaka, Shelley. *Discovering the Iceman*. Toronto: Madison Press Books, 1996. ISBN 0-590-24951-7

Activity 4: Exploring Outer Space

Time: 300 minutes

Description

Through the study of two easy-read books and supporting reference materials, students explore the exciting adventures of walking on the moon and of encountering visitors from outer space. Students give a book talk. Language skills are developed further through vocabulary logs, research, graphic organizers, and homework assignments.

Strand(s) and Expectations

Strand: Oral and Visual Communication
BORV.02L - participate in discussions about personal experiences and opinions;
BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR1.03L - present book talks or projects using visual aids.

Strand: Reading
BREV.01L - read and listen to others read a variety of materials;
BREV.03L - use some key reading strategies with teacher guidance;
BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance;
❖BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English;
BRE1.05L - read personally selected material on a daily basis;
BRE2.02L - use learner dictionaries;
BRE3.02L - use a variety of strategies to determine the meaning of unfamiliar words;
BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes;
BRE4.01L - find information in subject-specific sources;
❖BRE4.02L - record key words and information;
BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing
BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
BWRV.03L - write simple texts following the conventions of simple Canadian English;
❖BWR1.01L - write short answers to oral and written questions about familiar topics.

Strand: Social and Cultural Competence
BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations;
❖BSC2.05L - participate in directed group work;
BSC2.06L - ask questions to obtain information and clarification from teacher and peers.

Planning Notes

- Two easy-read books are used to start moving students toward becoming independent readers. Group students so that there is a range of reading abilities in each group allowing students to benefit from others' strengths.
- Obtain half class sets of the two easy-read books *Spacebusters* and *Invaders from Outer Space*.
- Obtain posters and videos of outer space from your science department.
- Create exercises such as cloze, crossword puzzles, graphic organizers, and comprehension questions for students to complete daily to assist in reinforcing the content of the easy-read books. See Appendix 2C – Sample Comprehension Questions.
- Students should be encouraged to reread portions of their books in class and at home each day.
- In lieu of a notebook, students should be given folders to store their daily work.

- Make multiple copies of Appendix 2A – What I Have Learned from Research.
- Prepare a model book talk by choosing one of the books on space listed in Resources.
- Make multiple copies of Appendix 2F – Book Talk Checklist.

Materials Needed

- posters and videos about outer space; folders to keep materials completed during the activity; chart paper, markers; easy-read books *Spacebusters* and *Space Invaders* and the reference book *On The Shuttle*

Prior Knowledge Required

- ability to read a variety of simple written material
- ability to find information in subject-specific sources
- ability to record key words and information

Teaching/Learning Strategies

1. With a backdrop of posters of the universe, spacecraft, and astronauts, discuss outer space. Record on a K-W-L chart what students currently know about outer space and what they want to know. Students copy this chart and place in their folders.
2. Show video clips of walking on the moon and other space expeditions. After viewing the video clips, have students make confirmations from the K-W-L chart.
3. Allow time for students to browse through the reference book *On The Shuttle* and other easy-read materials about outer space. Students find information new to them and record it on a chart-size copy of Appendix 2A – What I Have Learned from Research. Distribute copies of Appendix 2A – What I Have Learned from Research. Students work in groups to find new information and to find answers to some of their questions from the K-W-L chart. Students place the charts in their folders.
4. Divide the class into two groups, each group getting one of the easy-read books: *Spacebusters* or *Invaders from Outer Space*. Explain that, after they complete the book, each student is required to give a book talk that includes reading a favourite passage and answering questions from listeners.
5. Model a book talk. Use Appendix 2F – Book Talk Checklist to help students understand what is required.
6. Each day, students read silently, using questions such as those in Activity 3: Discovering "Ice Mummy" to assimilate information and to deal with vocabulary at their own pace. Groups meet daily for group discussions to clarify story line, etc. Students write a summary of the day's reading for their folder and add to their vocabulary logs.
7. For each book provide teacher/student-made exercises, such as crossword puzzles, cloze exercises, graphic organizers, answering comprehension questions, etc., to develop language and reading comprehension. See Appendix 2C – Sample Comprehension Questions. Remind students to place this material in their folders.
8. In book groups, students use the material from their folders to review their knowledge of the book. Students discuss what they have learned. Using the information from their folders, students confirm their predictions and complete the K-W-L chart.
9. Guide students to develop a set of questions from which listeners can choose questions to ask the presenter. Record these questions on chart paper and post.
10. Allow students time to practise their book talk and to rehearse the oral reading of their selected passage.
11. Each student gives his/her book talk to a partner. The listener chooses a few questions to ask the presenter and at the end completes Appendix 2F – Book Talk Checklist.

Assessment /Evaluation Techniques

- Evaluate contents of folder, particularly the written summaries and assignments which indicate progress in reading and writing. (Formative)
- Peer assessment of book talk using Appendix 2F – Book Talk Checklist (Formative)

Accommodations

- Have the books (*Spacebusters* and *Invaders from Outer Space*) available on tape or read by the teacher or a senior level student.

Resources

Bondar, Barbara. *On the Shuttle*. Toronto: Greey de Pencier Books, 1993. ISBN 1-895688-12-4

Brooks, Philip. *Invaders from Outer Space*. Toronto: Fenn Publishing Company Ltd., 1999. ISBN 1-55168-199-4

Cutting, Brian and Julian. *What Is In Space?* Applecross Ltd., 1992. ISBN 962-291-465-9

Fowler, Allan. *When You Look Up at the Moon*. Canada: Childrens Press, 1994. ISBN 0-516-46025-0

Furniss, Tim. *Outer Space*. Markham, Ontario: Puffin Books, 1989. ISBN 0-14-050884-8

Graham, Ian. *Space Travel*. Richmond Hill, Ontario: Scholastic Canada Ltd., 1991. ISBN 0-590-73876-3

Herman, Gail. *Apollo 13*. New York: Grosset & Dunlap, 1995. ISBN 0-448-41117-2

Wilkinson, Philip. *Spacebusters*. Toronto: Fenn Publishing Company, 1998. ISBN 1-55168-147-1

Activity 5: My Adventure Album: Planning a Trip

Time: 300 minutes

Description

In the culminating activity of this unit, students prepare an adventure album with pictures, captions, and thoughts about a trip that they are interested in taking. Students make a short oral presentation using appropriate language to explain their album. The purpose of this project is to give emergent readers a positive boost by having them use their research skills to share knowledge with others.

Strands and Expectations

Strand: Oral and Visual Communication

BORV.02L - recognize different levels of formality in spoken English and use language appropriately in specific situations;
BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR1.02L - use common expressions and language patterns for a variety of language functions;
❖BOR1.03L - present book talks or projects using visual aids.

Strand: Reading

❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance;
BRE1.03L - choose books for a variety of purposes;
BRE1.04 - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English;
BRE1.06L - respond to personal reading in a variety of ways;
BRE2.02L - use learner dictionaries;
BRE3.02L - use a variety of strategies to determine the meaning of unfamiliar words;
BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes;

❖BRE4.01L - find information in subject-specific sources;
❖BRE4.02L - record key words and information;
BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing
❖BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
❖BWRV.02L - use some elements of the writing process to plan writing;
❖BWRV.03L - write simple texts following the conventions of standard English;
❖BWR1.05L - write in a variety of forms;
BWR2.01L - participate in structured prewriting activities;
❖BWR2.02L - compose a first draft of a specific form of writing with teacher guidance;
❖BWR2.03L - edit a first draft of a specific form of writing, with teacher guidance;
BWR2.04L - use simple word-processing software to compose and edit pieces of writing with teacher guidance;
❖BWR3.01L - use some common spelling patterns and rules;
❖BWR3.02L - capitalize the beginning of sentences and frequently occurring proper nouns;
❖BWR3.03L - use some common verb forms;
❖BWR3.04L - use correct punctuation in simple sentences, with some consistency.

Strand: Social and Cultural Competence
BSCV.03L - use school and community resources;
❖BSC2.04L - use time management skills to organize homework, complete assignments on time, and make up missed work;
BSC2.06L - ask questions to obtain information and clarification from teachers and peers.

Planning Notes

- Photocopy enlarged versions of the student assignment sheet Appendix 2D – My Adventure Album Assignment.
- On chart paper create a simplified form of the rubrics found in Appendix 2E – Assessing My Adventure Album.
- Photocopy the rubrics found in Appendix 2E – Assessing My Adventure Album.
- Create a simple tracking sheet that the teacher initials throughout the activity.
- Prepare a mock-up of the assignment so that students can see what you expect and what a sample final product might look like.
- Give each student a file folder so that rough drafts and visual materials can be stored.
- Display a collection of illustrated adventure travel books, travel guides, magazines, newspapers, atlases, and easy-read adventure books for students to browse through and borrow.
- Set up a bulletin board to highlight a variety of places.
- Have available a plentiful supply of authentic travel materials such as brochures, magazines, pictures, and other visual aids that students can actually cut up and use for their album. Arrange for students to view travelogue videos.
- Art supplies are very important to this project. Provide paper in a variety of sizes, weights, textures, and colours for the albums.
- Make copies of world maps and blank calendar sheets for students to use as visuals for their albums.
- Let the computer work positively for you and your students. Word-processing programs are great for creating labels and text.
- Consider using additional grammar practice exercises to review the future and past tenses.

- Use the Internet wisely. There are a number of sites on travel and real-life exploration that students enjoy.
- Have storage space for unfinished products.
- Allow ample time for students to complete their adventure album and practise oral presentations. Have a dress rehearsal before the actual presentations.
- Celebrate the Adventure Albums by inviting special guests to enjoy the presentations.

Materials Needed

- construction paper, pencils, pens, coloured markers, stickers, lettering stencils, glue, world maps, blank calendar sheets, supply of magazines, brochures to cut up.

Prior Knowledge Required

- understands how to locate information and key words from non-fiction reference books
- knows how to locate places on a map
- can trace a route on a map
- understands how to show time on a calendar
- knows how to give a short talk

Teaching/Learning Strategies

1. Lead a class discussion on adventures students would like to take. List these on the board. Some suggestions for adventures may include sky diving, horse back riding, hot air ballooning, rock climbing, skiing, and exploring under water.
2. Have students browse through the classroom display of adventure travel books, brochures, magazines, and newspapers. Brainstorm about special places they would like to visit. Students locate these places on a wall map.
3. Distribute a file folder to each student and explain that this folder is used to store the assignment and all research materials and rough drafts needed for the adventure album project. The folder is handed in with the completed album.
4. Have students decide the kind of adventure they would like to plan and their choice of travel destination. Students record this information in their folders.
5. Introduce the Adventure Album by showing a mock-up album and distributing copies of the assignment found in Appendix 2D - My Adventure Album.
6. Review the assignment and your expectations by following these suggested teaching strategies:

   Cover Page

   Provide students with samples of a cover page. Read aloud and discuss with students the instructions for Making an Album Cover.

   Tables of Contents

   Using various books from the classroom display, show examples of Table of Contents. Students make a Table of Contents once the album has been completed because it is easier to sequence the pages.

   Page 1: Where will I go? How will I get there?

   Provide students with copies of notebook-sized world maps so that they can trace their route from start to finish. Have students label their starting point and destination. Refer to the resource books *52 days by Camel: My Sahara Adventure* and *By Truck to the North: My Arctic Adventure* to show examples of routes traced on maps.

   Page 2: When will I leave? How long will I be there?

   Provide students with notebook sized blank calendars so they can mark the month they will be away and the length of their stay.

Page 3: Who will I take with me?
Students include the names and pictures of travelling partners.

Page 4: What will I see there?
Review the research skills developed in Activity 2: Seeing the World Through Books to help students locate information about their chosen destination. Encourage students to record information about what they will see at their destination by using Appendix 2A – What I Have Learned from Research. Assist students with writing four sentences about what they will see at their destination. Review/teach the future tense. Remind students to draw or include pictures to accompany their sentences.

Page 5: What will I do there?
Have students continue their research on their chosen adventure activities. Review/teach the future tense. Help students write at least four sentences about what they plan to do at their destination.

Page 6: What will I pack?
Guide students in a discussion about the things people take on trips. Make a chart of common travel items. Have students consider what the weather will be like at their destinations. On chart paper, make a graphic organizer relating weather to clothes and items needed for the trip. On chart paper list the activities they will be doing. Make a graphic organizer linking their activities with things they need to pack for the trip. Have students cut out pictures or illustrate things they will pack in their suitcases.

Page 7: What will I bring back?
Bring in some souvenirs that you have collected from past trips. Make a list of common souvenirs. Encourage students to think about the kinds of things they would like to bring back from their adventure trip. Have students cut out pictures or illustrate their souvenirs.

Page 8: What will I tell my friends?
Using a series of sketches, recount to the class a special day from a trip. Write your story on chart paper using the past tense. Have students read your story aloud. Encourage students to think about what they will tell their friends when they return home. As clarification for their thoughts, students draw sketches before they begin to write about their special day.

Page 9: Research tools
Create a list of possible research tools that students could use to complete their adventure album. Remind students to refer to the class chart of reference books started in Activity 2 to show how to document research materials. Encourage students to refer to the list when completing page 9.

7. Set dates for work in progress to help students understand that the process is just as important as the final product. Track their progress to ensure that all students meet the final deadline.
8. Explain the Rubric for Assessing the Adventure Album in Appendix 2E by showing a modified rubric on chart paper. Using your mock-up assignment, discuss the things that go into making a great album. List these on chart paper.
9. Allow sufficient time for students to research, write drafts, and edit their work. Assist with the editing process of written work and the selection of key visuals.
10. Have students focus on the actual layout and design of their album. Simple graphics software can embellish pieces of writing. Let students experiment with different fonts and clip-art images.
11. Review how to make a presentation. Refer to checklists found in *Authentic Assessments For English Language Learners: Practical Approaches For Teachers*.
12. Students rehearse their presentations with a partner.
13. Celebrate adventures to new places by inviting guests to read the albums and hear the presentations.

Assessment/Evaluation Techniques

- Assess adventure album and oral presentations using rubrics found in Appendix 2E.

Accommodations

- Scribe for students as necessary and appropriate.
- Students reluctant to speak in front of the whole class may explain their albums to a small group or only to the teacher.

Resources

Web Sites

www.yahooligans.com/aroundtheworld/Countries

www.greatestplaces.org

www.nationalgeographic.com/kids/index.html

Appendix 2A

Things I Have Learned from Research

Title of Book		
Author		
Part of Book	**Page Number**	**Information I Have Found**
Book cover Inside jacket		
Chapter titles/headings		
Pictures/illustrations		
Maps		
Charts/diagrams		
Text		

Appendix 2B

Ice Mummy Cloze

Use the following words to complete the passage:

land
tools
wind
body
rot
hikers
climber
iceman
Alps
Italy
museum
school
tools
snow
mummy
thousands
ground
land
ice
clothing

Two hikers, Helmut and Erika Simon, were hiking in the snow-covered

______________________. There is usually ____________________ on the ground even in

the summer. There was little snow on the ______________________ that day. The

______________________ saw something odd sticking out of the snow. It was a man's

______________________ half buried in the ice.

An expert agreed that the body was ______________________ of years old. The body is

called a ______________________. There were some ______________________ near the body.

They took the body to a medical ______________________.

The iceman started to ________________________.

They put the ________________________ in a cold room. The room was cold so the iceman

was safe from rotting.

We don't know what the iceman called his native ________________________. Today we

call the place where he died ________________________.

A ________________________ was built for him in Italy.

Today you can see the mummy there. You can see his ________________________

and his tools, too. The iceman is safe inside a special room that is always cold

as ________________________.

Appendix 2C

Sample Comprehension Questions

Spacebusters

Part One

1. What is the title of the book?
2. Name the people who went on the journey to the moon.
3. When was the take off?
4. How fast did they travel?
5. What did the astronauts eat in space?
6. Where did the astronauts plan to set down?

Part Two

1. Name the small landing craft that went to the moon.
2. Who landed on the moon?
3. Who stayed behind?
4. What words did the first human being ever to stand on the moon say?
5. What did they do on the moon?
6. How long did it take for the astronauts to reach earth on the return journey?
7. Where did they land?
8. Why were the astronauts kept apart from other people?

Space Invaders

Part One

1. What is the title of the book?
2. What does UFO mean?
3. What are hieroglyphs?
4. What was stored at Hangar 84 on the Roswell air base?
5. Name the couple who was kidnapped by aliens.
6. What did the couple see in the sky?
7. What did they use to get a better look at the sky?

Part Two

1. How much longer than usual did the Hills' journey take?
2. What did the doctor use to help Betty remember?
3. What did the policeman think the odd-looking object was?
4. What was it?
5. What did the little figures do after Lonnie radioed for help?
6. What did Robert think he had collided with?
7. Who do people believe that Men in Black are?

Appendix 2D

My Adventure Album

Planning a Trip - Student Instructions

Create an adventure album about a trip you would like to make. Throughout this unit you have learned how to do many of the things that are asked for in this assignment. Remember to ask your teacher if you need help. Hand in your folder of rough drafts with the album.

Here are the pages of your album.

Album Cover Page
Make a cover for your album. It must include a title, the name of the place you want to visit, your name and home form. The design of the cover is up to you. Be creative and artistic.

Table of Contents
Print the titles of the pages and the page numbers on one sheet.

Page 1: Where do I want to go? How will I get there?
Trace your route from start to finish on a map. Label your start and your destination.

Page 2: When will I leave? How long will I be away?
Mark on a calendar the length of your stay.

Page 3: Who will I take with me?
Include pictures and the names of any traveling partners.

Page 4: What will I see there?
In at least four sentences tell the important things you want to see at your destination. Draw or include pictures.

Page 5: What will I do there?
Include pictures and write at least four sentences about things that you plan to do at your destination.

Page 6: What will I pack?
Think about the weather at your final destination and the kinds of things that you will be doing. List ten things that must go into your suitcase.

Page 7: What will I bring back?
Think about collecting some souvenirs of your trip. Include a few samples/pictures along with a list of at least five souvenirs.

Page 8: What will I tell my friends?
Imagine one special day in your adventure journey. Using the simple past tense, write a story telling what you did.

Page 9: What things helped me to complete my album?
Name the research tools that you have used for your album. Include such things as book titles, web sites, magazines, and people interviewed for the project.

Appendix 2E

Rubric for Assessing Adventure Album
Unit 2 Activity 5

Categories	**Level 1 (50-59%)**	**Level 2 (60-69%)**	**Level 3 (70-79%)**	**Level 4 (80-100%)**
Knowledge/Understanding				
Understands design of adventure album (includes all required pages)	- limited understanding of design	- some understanding of design	- considerable understanding of design	- thorough understanding of design
Thinking/Inquiry				
Writing reflects visuals	- limited reflection of writing to visuals	- some reflection of writing to visuals	- considerable reflection of writing to visuals	- thorough reflection of writing to visuals
Selects relevant information	- limited selection of relevant information	- some relevant information	- considerable amount of relevant information	- thorough selection of relevant information
Communication				
Labels map correctly	- limited number of correct labels	- some correct labels	- considerable number of correct labels	- thoroughly correct labelling
Marks time on calendar accurately	- limited accuracy with calendar	- some accuracy with calendar	- considerable accuracy with calendar	- thorough accuracy with calendar
Uses writing conventions (spelling, past and future tenses, periods, capitals, and complete sentences)	- limited use of writing conventions	- some use of writing conventions	- considerable use of writing conventions	- thorough use of writing conventions
Application				
Shows improvement through drafts	- limited improvement in drafts	- some improvement in drafts	- considerable improvement in drafts	- thorough improvement in drafts
Demonstrates neatness and organization of album	- limited neatness and organization	- some neatness and organization	- considerable neatness and organization	- thorough neatness and organization

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2E (Continued)

Rubric for Assessing Oral Presentation of Adventure Album
Unit 2 Activity 5

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Understands how to use an album to give a talk	- limited understanding	- some understanding	- demonstrates considerable understanding	- demonstrates thorough understanding
Thinking/Inquiry				
Explains reasons for choosing destination	- limited reasons	- some reasons	- considerable reasons	- thorough number of reasons
Communication				
Conveys information about the adventure, using key words and language structures	- conveys limited information	- conveys some information	- conveys considerable information	- conveys thorough information
Application				
- explains how album reflects their adventure journey	- limited explanation	- some explanation	- considerable explanation	- thorough explanation

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2F

Book Talk Checklist

My book talk partner:	Y	N
gave the title		
gave the author		
named some important people in book		
clearly explained what happened in the book from beginning to end		
explained and showed some pictures		
answered my questions about the book		
explained what he/she liked best about the book		
read aloud one favourite section of the book		

Appendix 2G

Story Retelling Checklist

Date:

Name of Student(s):

Title of Book:

Author:

Type of Response : Illustrated Oral

	Independent	**Needs few prompts**	**Needs many prompts**	**Rarely responds to prompts**	**Comments**
Starts retelling at the beginning of the story					
Names main character(s)					
Identifies story problem					
Proceeds sequentially through story					
Retelling answers the five questions studied					

Unit 3: The Community: Beyond Your Front Door

Time: 20 hours
Unit Developers: Helena Ben David, Vilma Blenman, Jane Campbell, Hazel Excell, Denise Gordon, Sandra Katz, Paula Markus, Eleanor Minuk, Jo Nieuwkerk, Ero Siouga, Betty Ann Taylor
Development Date: June 2000

Unit Description

This unit provides an opportunity for students to become better acquainted with their community and its resources. Using short fiction and non-fiction materials, students examine jobs and services in communities throughout Ontario. Students research services in their own community and participate in identifying and discussing community issues. The unit provides further opportunities to develop appropriate vocabulary as well as accuracy in verb tenses. For the culminating activity, students develop questions about their community for research; gather, record, and chart their information; and demonstrate their knowledge of their community by organizing a classroom Community Fair.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01L, BORV.03L; BREV.01L, BREV.02L, BREV.03L, BREV.04L; BWRV.01L; BWRV.02L, BWRV.03L; BSCV.01L, BSCV.02L, BSCV.03L, BSCV.04L.
Specific Expectations: BOR1.01L, 1.02L, 1.03L, 3.03L; BRE1.01L, 1.02L, 1.03L, 1.04L, 1.05L, 1.06L, 2.01L, 3.01L, 3.02L, 3.03L, 3.04L, 4.01L, 4.02L, 4.03L; BWR1.01L, 1.02L, 1.03L, 1.05L, 2.01L, 2.02L, 2.03L, 2.04L, 2.05L, 3.02L, 3.03L, 3.04L; BSC1.01L, 1.03L, 2.01L 2.02L, 2.05L.

Activity Titles (Time + Sequence)

Activity 1	What is a Community?	210 minutes
Activity 2	The 24-hour Community	210 minutes
Activity 3	We All Share the Same World: Community Concerns	150 minutes
Activity 4	My Community: What I Can Do to Help!	210 minutes
Activity 5	Caring and Sharing	120 minutes
Activity 6	Community Fair	300 minutes

Prior Knowledge Required

- asks and answers questions for clarification or confirmation
- uses appropriate language to express opinions and offer advice
- uses basic reading strategies with teacher guidance
- writes simple texts following some conventions of standard Canadian English
- demonstrates adaptation to some key teacher expectations and school routines
- works co-operatively with a partner on shared classroom tasks
- interacts appropriately with peers, teachers, and members of the community
- finds and maps important locations in school and community

Unit Planning Notes

- Before beginning the unit, teachers are encouraged to familiarize themselves with accurate information about services, resources, and issues in the local community. Contact community organizations to arrange field trips and obtain up-to-date reference materials. Assemble a collection of authentic community resource materials, such as newspapers, community service directories, phone books (with white, blue, and yellow pages), catalogues, flyers, maps and relevant web sites for students to easily access when working on various tasks throughout the unit. In addition, each activity has suggestions for picture books and easy-read books to complement the local material. A comprehensive annotated list of books is provided in the unit Resources section.
- In the culminating performance assessment task of this unit students organize a classroom Community Fair. Students communicate information about community services by creating fact sheets and displaying authentic community materials. At the beginning of the unit, explain the Community Fair. As students progress through the unit, encourage them to become aware of what is happening in their community and how they and their families can access services. Have students contribute materials to the class community bulletin board, and suggest speakers and places they would like to visit. Ensure that any notices posted, speakers invited, class field trips and community contact tasks are approved by administration. Stress personal safety when completing the community contact assignment in Activity 6. Insist that students go in pairs and possibly invite a trusted adult or family member to accompany them during daylight hours. Also stress personal safety issues if students are obtaining information on-line or over the phone.
- The focus journal is a teaching/learning strategy used continuously throughout the unit. This type of journal encourages students to use their background knowledge and previous learning to make predictions about future learning. It also helps students to concentrate on their own learning and serves as a springboard for discussions. A topic for the focus journal is written on the board. Students read and reflect on the topic by drawing pictures or writing responses in a focus journal notebook. A focus journal is not a private journal and may be evaluated by the teacher.
- The “Community Quilt” project outlined in Activity 3 is not intended to be an overwhelming experience. It is a creative class project, where students artistically express their ideas about community and community issues on squares of paper, attaching them to form a complete work of art. Demonstrate the concept of a quilt, by bringing in a quilt or pictures of quilts. Suggestions for illustrated books that artistically reflect local, national, and global issues are suggested in the Resources section of Activity 3.
- Activity 4 looks at ways to help in the community and touches on volunteering. Know what your school is doing for the community involvement component of the high school diploma. ELD teachers may have to assist students by providing simplified materials and finding opportunities for approved community involvement activities.
- Readers Theatre is introduced in Activity 5. Readers Theatre involves oral reading of scripts. Unlike traditional theatre, Readers Theatre emphasizes oral expression rather than movement and costumes. Dramatization is achieved with voice only and sound effects can be added. Readers Theatre helps to bring literature to life and encourages improved reading fluency through repeated reading while building self confidence. Participants increase their skills as readers, writers, listeners and speakers. Performances may be taped for students to listen to as they follow along with the script at a listening centre. Students are divided into small groups, one group for each character, and a narrator. The teacher could serve as the narrator.

Teaching/Learning Strategies

- Brainstorming, categorizing, checklists, comparing, co-operative learning, copying, direct instruction, cloze exercises, role playing, inquiry approach, modelling, patterned writing, focus journals, spelling dictation, field trips, community contact tasks, Readers Theater, viewing television and videos, authentic materials, guest speakers, oral presentations, sketching, homework, teacher-directed questions, charts and visual organizers, co-operative writing, guided reading and writing, read-along tapes, small group/pair work, word search, mapping, experience charts, think/pair/share, peer teaching, Internet searches, reading aloud to students, process writing

Assessment and Evaluation

Activity	Type	Tool	Categories
Activity 1	Diagnostic Formative Formative Summative	Focus journal past/present tense Information Gap Role Play Tracing route on map	Knowledge/Communication Knowledge/Communication Communication/Application Knowledge/ Thinking Communication/Application
Activity 2	Formative Formative	Graphic Organizer Teacher Observation of Circle Dialogue	Knowledge/Communication Communication/Application Thinking
Activity 3	Formative Summative	Picture Matching Focus journal	Thinking/Application Thinking/Communication
Activity 4	Formative Formative Summative	Focus journal Lists from books Pair Lists	Communication Thinking Thinking/Application
Activity 5	Summative	Book Talks written/oral	Communication/Knowledge
Activity 6	Summative	Fact Sheet	Knowledge/Communication Thinking/Application

Seventy per cent of the grade will be based on assessments and evaluations conducted throughtout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evalulation.

Resources

Anno, Mitsumasa. *Anno's Magic Seeds*. New York: Philomel Books, 1995. ISBN 0-399-22538-2
This delightful book explores the mysterious power found in one tiny seed to help a community. Through mathematical concepts, the author explains how burying one seed in the ground can turn into a crop of hundreds of thousands of grains before long.

Atgwa, Paul. Editor, et al. *Stand Up For Your Rights*. Chicago: World Books, 1998. ISBN 0-7166-0353-5
Young people from over 60 countries describe in words and pictures the importance of the Universal Declaration of Human Rights which was adopted by the United Nations General Assembly on December 10, 1948.

Chinn, Karen. *Sam and the Lucky Money*. New York: Lee & Low Books, 1995. ISBN 1-880000-53-9
The subtle blending of cultures engrosses the reader in the dilemma of a young Chinese-American boy faced with spending his New Year's gift money. The message that it is better to give than to receive is handled thoughtfully.

Flanagan, Alice. *Our Neighborhood Series: A Busy Day at Mr. Kang's Grocery Store, Officer Brown Keeps Neighborhoods Safe* and, *Mr.Yee Fixes Cars*. New York: Children's Press. 1996.
ISBN 0-516-26061-8
This series introduces readers to important members of the community.

Jestadt, Peter. *City at Night*, Toronto: Annick Press, 1998.
It contains simple text and excellent pictures of city neighbourhoods at night.

Kalman, Bobbie. *What is a Community? From A to Z*. Niagara-on-the-Lake: Crabtree Publishing, 2000.
This alphabetical picture book explains the diverse nature of communities.

Maze, Stephanie. *I Want To Be...Book Series: I Want to Be An Engineer, I Want to Be A Chef*, and *I Want to Be A Firefighter*. New York: Harcourt Brace & Co, 1997. ISBN 0-15-202109-4
This series is filled with photos and facts about different careers.

Rose, Deborah Lee. *People who Hugged Trees*. Roberts Rinehart Paperback, 1992.

Roop, Peter and Connie Roop. *Walk Around Series: Walk Around a Town, Walk Around a City, Walk Around a Farming Town*, and *Walk Around a Suburb*. Illinois: Heinemann, 1999.
This excellent easy-to-read picture book series explains life in different communities.

Powell, Jillian. *Caring for the Environment: Making a Difference*. East Sussex: Wayland Publishers, 1997. ISBN 0-7502-1945-9
Through a collection of pictures and easy to read text, this book shows how to save precious resources, avoid waste, and keep the environment clean and pleasant.

Spalding, Andrea. *Me and Mr. Mah*. Victoria: Orca Books, 1999. ISBN 1- 55143-168-8
This engaging book portrays the friendship between a young boy and the man next door and explores the themes of caring and sharing.

Strom, Yael. *Conversations with Young Immigrants: Quilted Landscape*. New York: Simon and Shuster, 1996.

Students of G. T. Cunningham Elementary School. *We are All Related-A Celebration of Our Cultural Heritage*. Vancouver: George T. Cunningham Elementary School, 1996. ISBN 0-9680479-0-4
These stories, told through artwork, stem from Canadian youth of diverse backgrounds. The purpose of the "We are All Related" project was to break down stereotypes and allow students to become more understanding of others.

Easy - Read Books

Heinemann Guided Readers Series. *Fire, Paradise Island*. Chicago: 1993. ISBN 0-435-27159-8

Longman Easy Starts. *Flying Home, Hannah and the Hurricane, Anita's Big Day*. Longman, 1998. ISBN 0-582-35289-4

Other Books

Acosta, Joan. *Canada Coast to Coast*. Toronto: Nelson, 1999. ISBN 0-17-616597-5

Bates, S. *Amazing! Interviews and Conversations*. Toronto: Prentice Hall, 1993. ISBN 0-13-012386-2

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts, Book 2* second edition. Toronto: Prentice Hall Allyn and Bacon, 1997. ISBN-0-13-591694-1

Carver, Tina Kasloff, et al. *A Canadian Conversation Book: English in Everyday Life*, 2nd edition. Toronto: Prentice-Hall, 1997.

Hadfield, Jill. *Elementary Communication Games*. England: Addison Wesley Longman, 1984.

Porter, Jessie, editor. *New Canadian Voices*. Toronto: Wall & Emerson, 1993. ISBN 1-895131-05-7

Teacher Reference

Booth, David. *Literacy Techniques for Building Successful Readers and Writers*. Markham: Pembroke, 1996.

Dixon, N. *Learning with Readers Theatre*. Winnipeg: Peguis, 1996. ISBN 1-895411-80-7
This book provides practical strategies and innovative ideas for teachers.

Ormiston Mary, Rena De Coursey, Shirley Fredeen. *ESL Toolbox.* Edmonton, Alberta: Literacy Services of Canada Ltd.
The *ESL Toolbox* offers a variety of enrichment activities that integrates Canadian content and language learning.

Scott, Ruth. *Sharing the Secrets: Teach your Child to Spell.* Toronto: Macmillan, 1994.
ISBN 0-7715-9044-X

Tarasoff, Mary. *Spelling Strategies You Can Teach*. Victoria, B.C.: Active Learning Institute 1999.
This reference book explains the spelling process and links assessment to instruction.

Audio Resources

Richards, Jack et al. *New Person to Person*. Toronto: Oxford, 1999. ISBN 19-4346781
This two-level series, complete with listening tapes, stresses functional conversational fluency and provides plenty of paired practice activities and information gap activities.

Videotape

Building Literacy in the Classroom: Literacy Strategies for Teachers by Teachers: Key Features of Readers Theatre (grades 9-12). The Toronto District School Board, 1997.

Web sites

www.canada.gc.ca - Government of Canada

Make links to all government of Canada institutions and browse maps of Canada.

www.ci.gc.ca - Citizenship and Immigration

www.chin.gc.ca - Heritage Canada

www.cicnet.ci.gc.ca - A Newcomer's Introduction to Canada

Activity 1: What Is A Community?

Time: 210 minutes

Description

In this activity students learn the language they need to talk about neighbourhoods and communities. Through easy-read books students gather information about different kinds of communities. They respond to personal reading in a variety of ways. Students begin a focus journal and use some common spelling patterns.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication
BORV.01L - participate in discussions about personal experiences and opinions;
BOR1.02L - use common expressions and language patterns for a variety of language functions.

Strand: Reading
BREV.02L - use some strategies to build vocabulary;
BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance;
BRE2.01L - use thematic word lists and knowledge of word families to build vocabulary;
BRE4.01L - find information in subject-specific sources.

Strand: Writing
BWRV.03L - write some simple texts following the conventions of standard Canadian English;
BWR1.01L - write short answers to oral and written questions about familiar topics;
BWR2.01L - participate in structured prewriting activities (e.g., brainstorm writing topics; use graphic organizers to sort and classify information);
BWR3.01L - use some common spelling patterns and rules (e.g., plural markers, silent letters, double letters, and the "i before e" rule);
BWR3.03L - use some common verb forms (e.g., simple present, simple past, present progressive, simple future, forms of *go + infinitive*).

Strand: Social and Cultural Competence
BSCV.03L - use school and community resources.

Planning Notes

- Obtain a large map of the community and multiple small copies. A community map can be found at the front of the phone book.
- Get a copy of the book, *What Is a Community From A to Z.*
- Obtain a large map of Canada.
- Create a checklist to evaluate the role-play.
- Spelling should be an ongoing activity throughout the unit. Teachers may find copies of the books, *Spelling Strategies You Can Teach* and *Sharing The Secrets*, helpful in designing exercises.
- Obtain three or four copies of each title in the *Walk Around Series*, an easy-read series with very relevant information.
- Focus Journal: This type of journal encourages students to use their background knowledge and previous learning to make predictions about future learning. It helps students think about their own learning and serves as a springboard for discussion. A statement for the journal focus could be written on the board daily before the arrival of students. Students read and reflect on the focus statement, then draw pictures or write their responses. It is important to date each journal entry.
- Obtain notebooks to use as focus journals.

- Asking for and giving directions exercises are available on commercially prepared tapes such as *New Person to Person.*
- Sample information gap exercises can be found in *Elementary Communication Games*.
- An information gap is an activity in which one student has information that the partner does not. Each student must provide the information to a partner using oral language. For this information gap, create a map of the neighbourhood with blank squares representing important businesses. Make two copies of this map. On one copy label half the businesses and on the second label the remaining businesses. Each student in a pair is given one of the maps. Students are responsible for describing the location of businesses so that their partners can locate them on their own maps. Students should not be able to see the maps of their partners.
- The books used in this activity should be available for students to borrow and reread on their own.

Materials Needed

- large map of Canada, dictionaries, chart paper and markers, large community map and multiple small copies, books from the *Walk Around Series*, *Community A to Z*, notebooks to serve as focus journals, instant developing camera or digital camera, teacher-made spelling exercises, multiple copies of the information gap maps

Prior Knowledge Required

- finds and maps important locations in the school and community
- arranges familiar words in alphabetical order
- locates words in a dictionary

Teaching/Learning Strategies

1. Model a focus journal and explain that students write in their focus journals daily using the topic on the board when they enter the classroom. Write on the board, *My neighbourhood in my country*. Distribute focus journal notebooks. Students write or draw pictures on the topic in their focus journals. Remind students to use past and present tenses in their writing.
2. Take the class on a walk-about in the neighbourhood around the school. Take instant photographs during the walk. Point out and talk about places of interest, *buildings, streets, parks,* etc. Use words such as *next to, across from, on the corner of, left, right*, etc. Students write down some of these places.
3. On returning to the classroom, discuss places the students saw and make a list on chart paper to post in the classroom.
4. Discuss with students the similarities between neighbourhoods in their countries and the neighbourhoods they live in now.
5. On chart paper draw a map of the neighbourhood around the school. Have students put in businesses and places of interest to them. Students place the instant photographs on the map.
6. In triads of mixed ability, have students draw the same map or a map of their neighbourhood and mark places of interest to them. Using one group's map, model giving the location of several places, emphasizing directional words such as those used in Teaching/Learning Strategy 2. Triads take turns practising the location of different buildings using their maps.
7. Students complete an information gap exercise. A sample can be found in the book, *Elementary Communication Games.*
8. On the board write the focus journal question, *What is a community*? Students complete their focus journals. Students look up community in beginner dictionaries. Read the selection, *All about Communities*, from the book, *What is a Community? from A to Z* to the class. Compare to their focus journal entries. Guide students to develop a class definition of community. Write this on chart paper and post for the duration of the unit.

9. Display a large map of the community. Have students locate the neighbourhood around the school and other neighbourhoods from Teaching/Learning Strategy 3. Explain that neighbourhoods are part of a larger community. Discuss the words, *rural, urban,* and *suburban*.
10. Display a large map of Canada. Teach the directions *north, south, east*, and *west*. Use the map to show that Ontario consists of the three kinds of communities and that Ontario and other provinces and territories make up Canada. Have students name the places where they arrived when they first came to Canada. Mark these places on the map.
11. Divide the class into groups to read the books from the *Walk Around Series*. Circulate to assist with difficult words. Groups return to the large group to share what they have learned from reading the books and looking at the pictures. At the end two groups may join together to create a Venn diagram comparing the two books they studied.
12. With the help of students, create a spelling list using words learned in this activity. Students complete exercises based on the spelling list. Use the spelling books listed in the resources to help in designing these exercises. As an extension, students complete exercises involving vocabulary and sentence construction for homework.
13. Review/teach the imperative tense.
14. Display the large community map. Have students locate the *school, hospital, parks, library*, etc. Model asking for and giving directions to some of these places. Trace the route on the map as you speak.
15. Distribute small community maps to student pairs. Pairs take turns asking for and giving directions using places of their choice. Students trace the route as they give directions. Pairs role-play asking for and giving directions in front of the class.
16. Students draw maps of their own communities and label the streets. They trace their route to school and write the directions to match.
17. Explain to the class that the culminating performance assessment task of this unit is for students to participate in a Community Fair. For the Community Fair, student pairs prepare a display table of information about a community organization or service. Students hand out a student-produced fact sheet, display other authentic materials on their topic, and answer questions posed by guests. Inform students that, beginning in Activity 2, the class will be working with community organizations.

Assessment/Evaluation Techniques

- Information gap excercise - evaluate the speaker on accuracy and clarity of description; the listener on ability to follow directions and locate the businesses. (Formative)
- Assess focus journals for correct use of past and present tenses. (Diagnostic)
- During observation use the teacher-created checklist to assess the role-play. (Formative)
- Assess that route on map is traced correctly and that directions are written in correct sequence. (Summative)

Accommodations

- In Teaching/Learning Strategy 6, students may use a blank map of the community that has been prepared for them.
- Have asking for and giving directions exercises available on tape for extra practice as in the book, *New Person to Person*.

Resources

Books

Hadfield, Jill. *Elementary Communication Games*. England: Addison Wesley Longman, 1984.

Kalman, Bobbie. *What is a Community? From A to Z*. Niagara-on-the-Lake, Ontario: Crabtree Publishing Company, 2000.

Richards, Jack, et al. *New Person to Person*. Toronto: Oxford, 1999.

Roop, Peter and Connie Roop. *Walk Around Series: Walk Around A Town, Walk Around A City, Walk Around A Farming Town*, and *Walk Around A Suburb*. Des Plaines, Illinois: Heinemann Library, 1999.

Scott, Ruth and Sharon Siamon. *Sharing the Secrets: Teach Your Child to Spell*. Toronto: Macmillan Canada, 1994.

Tarasoff, Mary. *Spelling Strategies You Can Teach*. Victoria, B.C.: Active Learning Institute, 1999.

Authentic Materials

Community maps

Large map of Canada

Activity 2: The 24-hour Community

Time: 210 minutes

Description

In this activity students obtain information about and become more familiar with the people, businesses, and services in their community. Students explore a variety of jobs and services. Students continue the focus journal and share easy-read books as part of a group. A visit to the library will demonstrates how to use the library to access multiple services in the community.

Strand(s) and expectations

Strand(s): Oral and Visual Communication
BORV.01L - participate in discussions about personal experiences and opinions;
BOR1.01L - use appropriate language to facilitate classroom and group discussions (e.g., to keep discussions on task; to agree or disagree);
❖BOR1.02L - use common expressions and language patterns for a variety of language functions (e.g., use prepositions, adjectives, and sequence words to explain a process: use modals such as *should* and *might* to offer advice).

Strand: Reading
BREV.01L - read and listen to others read a variety of materials;
BREV.03L - use some key reading strategies, with teacher guidance;
BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English;
❖BRE1.06L - respond to personal reading in a variety of ways.

Strand: Writing
BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
BWR1.03L - complete simple forms (e.g., an application for a library card).

Strand: Social and Cultural Competence
BSCV.03L - use school and community resources;
❖BSC2.01L - use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms);
BSC2.02L - identify and use a range of community resources (e.g. recreation centres, banks).

Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Obtain current phone books – one for every three to four students.
- Create a graphic organizer to record names of businesses, their addresses and hours of operation. A sample can be found in *A Canadian Conversation Book, second edition* (p.120).
- Listening to prepared tapes and gathering information from them will help students since they may get recorded messages when they phone businesses. Samples for teacher preparation can be found in *A Canadian Conversation Book, English in Everyday Life, Second Edition.*
- Arrange a visit to the public library. A library contains up-to-date, relevant information on businesses and services that operate in the community. Get copies of the library registration form before hand and have students take them home for consent. It is beneficial to visit the library prior to the class visit to familiarize yourself with its services and to arrange for a librarian to talk to students about library services in addition to borrowing books. Alternatively, find an appropriate place that has information on the community and arrange a visit there.
- Obtain a copy of the book, *City at Night.*
- Create a picture file of jobs. Ensure that the jobs reflect both gender and cultural diversity.
- Get the series of books, *Our Neighbourhood*, the series, *I Want To Be …*or other resource books about jobs. The series, *Our Neighbourhood*, contains simple text and excellent pictures.

Prior Knowledge Required

- Knows alphabetical order
- Uses the phone book

Teaching/Learning Strategies

1. Write *10:30 p.m. to 7:30 a.m.-Who's Working*? on the board. Have students copy into their focus journals and list the people they think would be working at that time and the businesses and services that would be open.
2. Read aloud selections from the book, *City at Night*, to the class. Guide a discussion comparing their focus journal entries to the book information.
3. In small groups, have students prepare a list of jobs/services in their community. Students refer to *Canadian Concepts*, the picture file, picture dictionaries, and their journals for their research. After completion have students name these jobs while the teacher lists them on chart paper. Have the class categorize these jobs/services into *daytime, evening*, and *overnight* services. Some jobs fall under more than one category.
4. Have students arrange the categories from Teaching/Learning Strategy 3 in alphabetical order. Students complete the first two columns of the graphic organizer (such as one found on page 120 of a *Canadian Conversation Book, second edition*). They record the name of the organization or business and the telephone number using the telephone directory.
5. Review/teach questioning for information such as *Could you tell me ... I would like to know …* Practise telephone dialogues with the class, how to introduce oneself and how to ask for information. Record these dialogues on the board and have the students copy them into their notebooks. Additional practice can be found in the book, *New Person to Person*. For homework, students call five places on their graphic organizers and record their hours of operation in the third column. On their return to class, have students read out the hours of operation for the places they telephoned. Compare with the categorization done on the previous day.
6. Students form groups to study about jobs in their community. They use the series of books, *Our Neighborhood*, or other resource books about jobs to help them understand what each job entails. Circulate and model some key reading strategies. Students return to the large group to present their jobs orally. Add new jobs to the categories on the chart where necessary.

7. Arrange students in a circle for a circle dialogue. One student asks, *When do you call a...*? Another student replies, *You call a....when....* then repeats the first question using a different job/service.
8. In preparation for a visit to the public library, discuss the overall purpose of visiting the library. Have students name some of the services they expect to find in a library. List these on chart paper and post. In their focus journals and using Appendix A, have students write questions to ask while visiting the library. Correct the grammar, spelling and punctuation in the questions with the class and ensure that questions are polite and relevant. Students copy their questions onto Appendix A. In pairs, students practise asking each other the questions to improve fluency and intonation.
9. Using an overhead projector, demonstrate how to complete a library registration form. Students complete their forms and take them home to be signed.
10. Using a large community map, have students plot the route from the school to the library by public transportation or on foot. Students take turns tracing this route using the terminology learned in Activity 1.
11. Take students on a visit to the public library.
12. At the library students fill in their community contact task sheet (Appendix A) to be handed in on their return to school. Remind students that this contact assignment is a preparation for the Community Fair.

Assessment/Evaluation Techniques

- Assess the graphic organizers for completion of the names, addresses, and hours of operation of five businesses (Formative)
- Observe students asking and answering questions about jobs/services in their circle dialogues (Formative)
- Assess the Community Contact Task Sheet (Appendix A) for completion of the questions and answers and for correct spelling and grammar. (Summative)

Accommodations

- Have prepared copies of the telephone dialogue.
- Post the circle dialogue on chart paper.
- Complete library forms for students.
- Review/teach alphabetical order and use of the telephone yellow pages.

Resources

Books

Carver, Tina Kasloff, Sandra Douglas Fotinos and Clarice Cooper. *A Canadian Conversation Book: English in Everyday Life, Second Edition*. Toronto: Prentice Hall, 1997.

Jestadt, Peter. *City at Night*. Toronto, Ontario: Annick Press Ltd., 1998.

Maze, Stephanie. *I Want to Be ... Book Series: I Want to Be An Engineer, I Want to Be A Chef, I Want to Be A Firefighter*. New York: Harcourt Brace And Co., 1997.

Ormiston, Mary, De Coursey Rena, Fredeen Shirley. *ESL Toolbox*. Edmonton, Alberta: Literacy Services of Canada Ltd.

Richards, Jack et al. *New Person to Person*. Toronto: Oxford, 1999.

Authentic Materials

Library registration form

Picture file of jobs

Telephone directories

Activity 3: We all Share the Same World: Community Concerns

Time: 150 minutes

Description

This activity extends the concept of community from local to national and global. Students express ideas about community issues and global harmony by creating a class "Community Quilt". Through guided reading and writing activities, students gain an understanding of local, national, and global issues.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication
❖BORV.03L - create and analyse simple media works;
BOR1.01L - use appropriate language to facilitate classroom and group discussions.

Strand: Reading
BREV.01L - read and listen to others read a variety of materials;
❖BREV.04L - locate key information in simple print and non-print reference materials with teacher guidance;
BRE2.02L - use learner dictionaries;
❖BRE4.02l - record key words and information (e.g., on a graphic organizer provided by the teacher);
BRE4.03L - use discussion to clarify understanding of information located (e.g., work collaboratively to share information and organize it in a chart under headings such as main idea and examples).

Strand: Writing
❖BWRV.01L - write for a variety of simple forms with teacher guidance;
BWR1.01L - write short answers to oral and written questions about familiar topics;
BWR1.04L - write daily to record personal learning, experiences, and feelings.

Strand: Social and Cultural Competence
❖BSCV.01L - communicate information about current local, national, and global issues;
BSCV.02L - demonstrate understanding of and respect for a wide variety of cultures and languages in Canada;
BSCV.02L - use school and community resources;
BSC2.05L - participate in directed group work.
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- The themes of global unity and community concerns can be vividly expressed through music and the arts. As an ongoing activity, have students become acquainted with songs in English from a variety of artists. Suggestions include *We are the World, Black and White, One Love*, etc. Invite students to play and explain their favourite songs related to the themes in this activity.
- Collect and display posters, advertisements, illustrated books such as *Stand Up For Your Rights, We Are All Related: A Celebration of Our Cultural Heritage* that artistically reflect local, national, and global issues such as economic, social and cultural rights.

- The class "Community Quilt" project is not intended to be an overwhelming experience. It is a creative class project, where students can visually express ideas on squares of paper which are then attached together to form a collective piece of art. Bring in an actual quilt or show pictures of quilts to demonstrate how each square unites together to form a complete work of art. To stimulate artistic ideas, display books that show student artwork and posters with symbols and pictures related to human rights, environment, community, and health issues. Be sure to have on hand ample art supplies such as markers, construction paper, paint, glue, scissors. Refer to the book *Conversations with Young Immigrants: Quilted Landscape*. The "Community Quilt" can be displayed during the class community fair.
- Collect local and national newspapers and magazines for the picture matching exercise.

Materials Needed

- tapes/CDs of songs, illustrated books, posters on global harmony and community issues, examples of or pictures of quilts, art supplies, local, and national newspapers and magazines

Prior Knowledge Required

- expresses ideas in words and pictures in focus journal
- has some knowledge of print information, pictures with captions and headlines found in newspapers
- selects and records information onto a graphic organizer
- uses learner dictionaries

Teaching/Learning Strategies

1. On an ongoing basis, play songs in English with lyrics that promote global harmony and an awareness of community beyond the front door. Invite your students to bring in music to share with the group.
2. In their focus journals students jot down words, phrases, or pictures to explain this statement: *We all share the same world.*
3. As a class, discuss the statement: *We all share the same world.* Write key words on chart paper. Invite students to reflect upon what they wrote in their focus journal and to draw pictures or symbols on chart paper to explain the statement.
4. Extend this into an artwork activity, by having the class create a "Community Quilt" that supports the statement *We all share the same world.* Encourage each class member to paint or draw one or two squares for the quilt.
5. Show an actual quilt or pictures of quilts. For artwork ideas, have students examine illustrated books such as *We Are All Related: A Celebration of Our Cultural Heritage, Stand Up For Your Rights, Quilted Landscape* and posters related to human rights, environmental, community and health issues. When the squares have been completed, attach the pieces together. Display the class "Community Quilt" in a prominent place in the classroom for the class community fair.
6. In their focus journal, students write or draw pictures of some problems that may happen in schools, neighbourhoods, and local communities in Canada and other countries.
7. On chart paper write the headings: *Local, National, World/Global*. Have students locate the meanings in learner dictionaries and copy meanings into their notebooks.
8. By referring to their focus journals, have students identify various local, national, and global problems. List these problems on chart paper under the appropriate headings.
9. Assign small groups to different categories: *Local, National* and *World/Global*. Each group reviews the problems listed for their category.

10. Distribute local and national newspapers and magazines to small groups. The groups look for a picture with possibly a caption and a headline that is connected to one of the problems listed. When the group members find an appropriate picture, they cut it out, glue it on a sheet of paper and write down how the picture is connected to the problem on their list. Circulate and help with spelling and grammar. Groups repeat this process until they find pictures for many of the problems listed.
11. When there is a substantial number of pictures with problems attached, have group members explain their choices to the whole class. Encourage students to ask questions. Display the pictures and explanations.
12. Note any similarities and differences in problems. Explain that these problems are also referred to as local, national, and global issues. With input from the class, make a Venn diagram of local, national, and global issues. Students copy the Venn diagram into their notebooks.
13. In their focus journals have students write at least five sentences on an issue that is common to local, national and global communities.

Assessment/Evaluation Techniques

- use the group matched pictures to problems exercise outlined in Teaching/Learning Strategies 9-11, to assess how the group communicates information about local, national, and global issues. (Formative)
- use the focus journal entry outlined in Teaching/Learning Strategy 13, to assess communication about local, national, and global issues and ability to write simple texts using correct spelling, capitals, and verb tenses. (Summative)

Accommodations

- As an extension for accelerated learners, students may listen to taped conversations and complete listening exercises on environmental issues found in *Amazing Canadian Conversations and Interviews*, Chapter 10.

Resources

Print

Atgwa, Paul editor et al. *Stand Up For Your Rights*. Chicago: World Books, 1998.

Bates, S. *Amazing! Interviews and Conversations*. Toronto: Prentice Hall, 1993. ISBN 0-13-012386-2

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts, Book 2* second edition. Toronto: Prentice Hall Allyn and Bacon, 1997. ISBN-0-13-591694-1

Students of G. T. Cunningham Elementary School. *We are All Related-A Celebration of Our Cultural Heritage*. Vancouver: George T. Cunningham Elementary School, 1996.

Strom, Yael. *Conversations with Young Immigrants: Quilted Landscape*. New York: Simon and Shuster, 1996.

Songs

We are the World, Black and White, One Love

Activity 4: My Community: What I Can Do to Help!

Time: 210 minutes

Description

Using fiction and non-fiction materials, students identify services that support a caring community and contribute to a class community bulletin board advertising activities and events in the community. Students list suggestions about how they can contribute to being part of a caring community.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
BREV.02L - read and listen to others read a variety of materials;
❖BREV.03L - locate key information in simple print and non-print reference materials, with teacher guidance;
❖BWRV.03L - write simple texts following the conventions of standard English;
BSCV.03L - use school and community resources.

Specific Expectations

BREV.01L - find information in subject-specific sources;
❖BWR1.04L - write daily to record personal learning, experiences and feelings;
❖BSC1.03L – participate in discussions about personal and social issues related to school and community events.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- In advance, select stories from *New Canadian Voices* to read aloud. The advantage of these stories is that they speak directly to the students about problems of adjusting to life in Canada, learning a new language, making friends, coping with family changes, fitting into a new school, and finding jobs. These stories, written from a newcomer student perspective, also help to identify and understand the topic of caring for the community covered in this activity.
- Bring in multiple copies of phone books, community service directories, local newspapers, municipal and provincial government publications, and Internet site addresses listing community services available in your area. Consult the school guidance department, local libraries, and community centres to obtain resources. Display these resources during the class community fair
- To make students aware of what is happening in their community and how they and their families can access services, create a class community bulletin board. Collect posters, pamphlets, flyers, newspaper advertisements, and other authentic materials from diverse community agencies, services and groups to display. Ensure that any notices posted are approved for use in your school. Encourage students to find notices in English and other languages to add to the bulletin board. Display these resources during the class community fair.
- Be prepared to concretely demonstrate the mathematical concepts presented in the illustrated book *Anno's Magic Seeds* by using popcorn kernels or other seeds.
- Know what your school is doing for the community involvement component of the high school diploma. ELD teachers may need to assist students by providing simplified materials, finding opportunities for approved community involvement activities and filling out the Community Involvement Passport.

Materials Needed

- copy of *New Canadian Voices*, community service directories, local newspapers, multiple copies of telephone directories; including the white, blue, and yellow pages, posters, pamphlets, and notices advertising school and community events; copy of *Anno's Magic Seed*; popcorn kernels; materials to support the community activities required for the high school diploma; chart paper; sufficient copies of *Caring for the Environment: Making a Difference*

Prior Knowledge Required

- has knowledge of community and community services
- writes thoughts, experiences, and feelings in focus journals
- works in pairs

Teaching/Learning Strategies

1. Students write or draw pictures about adjusting to life in Canada in their focus journals.
2. Read aloud selections from *New Canadian Voices*. Prior to reading, present and explain any words or language structures that may be difficult or cause confusion. Have students predict what the story will be about from the title. After reading aloud, have students confirm or reject their predictions. Discuss similarities with the stories read aloud and what they have written in their focus journals.
3. Review community services from Activity 2 (24-hour Community). Stress that community services support the whole community and serve the people from a neighbourhood, a cultural community, or a group of people who share common interests and concerns. Have students identify services by referring to notes made in Activity 2 (24-hour Community) and by scanning student agenda books, the white, blue, and yellow pages of phone books, community directories, newspapers, and Internet sources. Post these services on chart paper.
4. From the services listed, have students select and sort the community services into categories. Suggestions for categories include: Youth Services, Recreation, Cultural and Religious Organizations, Health Services, Teen Health Clinics, Legal Services, etc.
5. Provide the class with a variety of authentic print materials advertising community activities and upcoming events. Students scan the materials and select items to post on a class community bulletin board. Discuss the kinds of materials which are appropriate for a class community bulletin board. Encourage students to find suitable materials to add to the class board throughout the unit.
6. Read aloud the illustrated book *Anno's Magic Seeds*. Explain the mathematical concepts presented throughout the book by using popcorn kernels. Discuss events in the real world which are similar to those told in the story and how the different characters help each other.
7. In their focus journal students write or draw pictures about possible things they can do to help their community.
8. Students read, in pairs, the picture book *Caring for the Environment: Making A Difference*. Have pairs list on chart paper the suggestions presented in the book. Post the charts. Compare the posted lists with the ideas written in their focus journals.
9. Have a group discussion on volunteering and practical ways to help in the community. Review ideas from stories read in class and materials on volunteering developed by your board.
10. In pairs, students create a list entitled *Things we can do to help others*. The list includes four suggestions explaining what students can do to help others.
11. Circulate and help pairs write their lists.
12. Display the lists.

Evaluation/Assessment Techniques

- depth of personal learning, experiences, and feelings recorded in focus journals and ability to write simple texts following the conventions of standard English. (Formative)
- contributions to class community bulletin board. (Formative)
- lists based on ideas from the book *Caring for the Environment: Making A Difference* to assess ability to locate key information from reference materials. (Formative)
- list created in pairs of *Things we can do to help others* to assess writing and ability to apply knowledge of practical ways to help in the community. (Summative)

Accommodations

- For students having difficulty extracting meaning from print, direct students to watch a community cable TV channel for community announcements. Students orally relate information heard and the teacher transcribes this for the class community bulletin board.
- Make available on tape teacher reading from *Anno's Magic Seeds* and copies of the book for extra practice.
- For Teaching Learning Strategies 8 and 10, have students draw pictures with the teacher transcribing lists.
- Additional reading practice on helping others can be found in Acosta, Joan. *Canada Coast to Coast.* Toronto: Nelson, 1999, pp. 130-133.

Resources

Books

Acosta, Joan. *Canada Coast to Coast*. Toronto: Nelson, 1999.

Anno, Mitsumasa. *Anno's Magic Seeds*. New York: Philomel Books, 1995.

Powell, Jillian. *Caring for the Environment*: *Making a Difference*. East Sussex: Wayland Publishers, 1997. ISBN 0-7502-1945-9

Porter, Jessie, editor. *New Canadian Voices*. Toronto: Wall & Emerson, 1993.

Rose, Deborah Lee. *People Who Hugged Trees*. Roberts Rinehart Paperback, 1992.

Authentic Materials

- telephone directories including the white, blue, and yellow pages
- community services directories
- local newspapers, municipal, and provincial government publications listing community services
- posters, pamphlets, and notices advertising school and community events

Activity 5: Caring and Sharing

Time: 120 minutes

Description

Through reading the illustrated book, *Me and Mr. Mah*, students develop an understanding of what they can do to care and share in their community. Through participation in Readers Theatre, students deepen their understanding of characterization and develop skill in using voice to communicate. Students select easy-read books to give class book talks and write summaries.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication
❖BOR1.03L - present book talks or projects using visual aids (e.g., prepare and refer to a poster illustrating a topic; develop a graphic organizer to provide an overview and use an overhead projector to show it to the class);

Strand: Reading
BREV.01L - read and listen to others read a variety of materials;
BREV.03L - use some key reading strategies with teacher guidance;
BRE1.01L - read along while listening to stories and other materials being read aloud;
❖BRE1.03L - choose books for a variety of purposes, including personal enjoyment, with teacher guidance;
❖BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English (e.g., with controlled vocabulary and sentence structure);

Strand: Social and Cultural Competence
BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations;
BSC2.05L - participate in directed group work.
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Readers Theatre involves oral reading of scripts. Unlike traditional theatre, Readers Theatre emphasizes oral expression rather than movement and costumes. Dramatization is achieved with voice only. The reader uses vocal expression to convey a clear picture of the action. Sound effects may be added. Readers Theatre helps to bring literature to life and encourages improved reading fluency through repeated reading while building self-confidence. Participants increase their skills as readers, writers, listeners, and speakers. Performances may be taped for students to listen to at a listening centre as they follow along with the script. Students should be divided into small groups, one group for each character, and a narrator. The teacher may serve as the narrator. Students should be allowed time to practise their scripts. Discuss the motivation of different characters with students. When students have a thorough understanding of a character's motivation they are better able to portray that character. The book, *Sam and the Lucky Money*, can be used for additional practice.
- View the video, *Building Literacy in the Classroom-Literacy Strategies for Teachers: Key Features of Readers Theatre (Grades 9-12)* and read the corresponding teachers' notes to prepare students for this teaching/learning strategy.
- Link the book, *Me and Mr. Mah*, which is about caring and sharing to the Community Fair by informing students that it gives good preparation for the theme of services in the Community Fair.
- Have sufficient copies of the illustrated book, *Me and Mr. Mah*, for pairs to read along as the teacher reads aloud.
- Transcribe the last section of the text where Ian finds a box similar to Mr. Mah's and make multiple copies.

- To promote personal reading, make available a selection of stories about people helping others from guided readers series such as the Heinemann Guided Readers: *Paradise Island, Fire; Longman Easy Starts: Hannah and the Hurricane, Anita's Big Day*, etc. Check ESL publisher catalogues for suggestions on guided reading series or consult with your teacher librarian.
- Book Talk: Each student chooses a guided reader. After reading the book, the student prepares a short summary, prepares a visual aid and selects and rehearses a passage. When delivering the book talk, students identify themselves, give the title, and a short summary of the book and their opinion of the book. This should last about two to three minutes. The teacher and other students will have an opportunity to ask questions. The other students should be given a page of questions to choose from such as the one in Appendix E. After responding to the questions, the student reads a selected passage. The teacher listens for reading fluency, appropriate expression, punctuation pauses and pronunciation.
- Create a checklist to assess the written summary of the book.

Materials Needed

- video, *Building Literacy in the Classroom*, multiple copies of *Me and Mr. Mah*, selection of guided reader stories about people helping others, multiple copies of the transcribed section of the book, *Me and Mr. Mah,* highlighters in three colours, copies of Appendix E and Appendix F

Prior Knowledge

- Participates in choral reading of group stories
- Reads simple written material
- Selects books for personal enjoyment
- Retells stories

Teaching/Learning Strategies

1. Distribute copies of the book, *Me and Mr. Mah*. Have pairs follow along as the teacher reads aloud. Discuss vocabulary, story line and theme.
2. Focus on the last segment of the story by having the class read it aloud in unison.
3. Introduce the concept of Readers Theatre by showing a video. Explain that the class will participate in a dramatic reading of a section from the book, *Me and Mr. Mah* and that a small group will read the part of each character. Distribute the transcribed section of the book.
4. Divide the class into three groups: the mother, Ian, and Mr. Mah. The teacher may be the narrator. Have each group highlight the part of the script their character speaks. Circulate and assist to ensure that highlighting is done correctly.
5. Have groups practise reading aloud their dialogues in unison. Circulate and assist with pronunciation, rhythm, stress, and intonation. Encourage students to add sound effects where appropriate.
6. Perform the Readers Theatre. Tape-record the presentation. Let groups listen and suggest improvements. Repeat the process until the class is satisfied with their performance.
7. Using the book, *Me and Mr. Mah*, model a book talk. Have the students help prepare a written summary using Appendix E, Book Talk Sample Questions and Appendix F, Book Talk Checklist. Record on chart paper and post. Inform students that they may wish to add more questions to Appendix E.
8. For home study, encourage students to read stories about people helping others. Use guided readers series such as the Heinemann Guided Readers: *Paradise Island, Fire;* Longman Easy Starts: *Hannah and the Hurricane*, *Anita's Big Day*, etc.
9. Have students share their books with classmates by making simple book talks using Appendix E and reading aloud their favourite passages. Other students may pose questions from Appendix E.
10. Students write their book talk summaries using Appendix E and Appendix F and hand in for assessment.

Evaluation/Assessment Techniques

- Assess the book talk using the book talk checklist (Appendix F) and evaluate the written summary using the teacher created checklist. (Summative)

Accommodations

- Make the script available in large print transcript for emergent readers.
- Have taped books available for students to choose for their book talk.
- Allow students to present their book talk to the teacher instead of in front of the class.
- Form mixed ability groups so students have support when reading the parts of the characters.

Resources

Books

Booth, David. *Literacy Techniques for Building Successful Readers and Writers*. Markham, Ontario: Pembroke Publishers, 1996.

Chinn, Karen. *Sam and the Lucky Money*. New York: Lee and Low Books, 1995.

Dixon, Neill, Anne Davies and Colleen Politano. *Learning with Readers Theatre*. Toronto, Ontario: Peguis Publishers, 1996.

Spalding, Andrea. *Me and Mr. Mah*. Victoria: Orca Books, 1999.

Video

Building Literacy in the Classroom: Literacy Strategies for Teachers by Teachers: Key Features of Readers Theatre (Grades 9 to 12). The Toronto District School Board, 1997.

Activity 6: Community Fair

Time: 300 minutes

Description

In this final activity, students demonstrate knowledge about their community and its resources by organizing a classroom Community Fair. Students communicate information about community services by creating fact sheets, displaying authentic community materials, and answering questions posed by visitors. The Community Fair provides students opportunities to research, gather, record, organize, and chart relevant information about community services.

Strand(s) and Expectations

Strand: Oral and Visual Communication
❖BORV.03L - create and analyse simple media works.

Strand: Reading
❖BREV.04L - locate key information in print and non-print reference materials, with teacher guidance;
BREV.01L - find information in subject-specific sources;
BRE4.01L - record key words and information (e.g., on a graphic organizer provided by the teacher).

Strand: Writing
❖BWRV.03L - write simple texts following conventions of standard Canadian English;
❖BWRV.02L - use some elements of the writing process to plan writing;
BWR1.01L - participate in shared writing activities in small groups (e.g., contribute a sentence; suggest an alternative phrase);
BWR2.01L - participate in structured prewriting activities (e.g. brainstorm writing topics; use graphic organizers to sort and classify information);

❖BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;
❖BWR2.03L - edit a first draft of a specific form of writing with teacher guidance;
BWR2.04L - use simple word-processing software to compose and edit pieces of writing, with teacher guidance (e.g., use "cut and paste" functions; use spell checker);
BWR2.05L - use simple graphics software to format and embellish pieces of writing with teacher guidance (e.g., experiment with different fonts; centre text inside border; import clip-art images).

Strand: Social and Cultural Competence
❖BSCV.03L - use school and community resources;
BSC1.03L - participate in discussions about personal and social issues related to school and community events;
BSC2.02L - identify and use a range of community resources (e.g., recreation centres, banks).
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Make copies of the Community Fair Assignment found in Appendix B, Student Tracking Sheet found in Appendix C and Rubric for Assessment found in Appendix D.
- Consider what works best for your group in terms of an audience and a venue for the Community Fair. The class may also consider inviting members from their local communities to have a display table at the classroom Community Fair. Obtain consent from the administration before inviting community guests.
- Prepare a display table about your own school that includes copies of a sample school fact sheet that accurately reflects the assignment and other authentic materials such as yearbooks, course calendars, flyers of school events, and student notices. This display table will model the expectations for the culminating activity. Explain how you planned, gathered the information, and executed the display.
- Provide each student with a file folder to save draft copies of their work. At the completion of the Community Fair, students submit their folders to show their progress over a period of time.
- Review suggestions for community contact tasks found in *Canadian Concepts 2*, and the *ESL Tool Box.* Insist that students go in pairs and possibly invite a trusted adult or family member to accompany them during daylight hours to make any on-site community visits. If students are unable to visit a service in person, help them to access information on-line from a web site, show them how to use regular mail or e-mail to write a letter requesting a brochure or help them to set up a telephone interview. Stress safety issues in doing research either in person, over the phone, or on the Internet.
- Let the computer work positively for you and your students. Use word processing programs and simple graphics software to complete the fact sheets.
- Have available art supplies to decorate Community Fair tables.

Materials Needed

- multiple copies of the Community Fair Assignment (Appendix B), Student Tracking Sheet (Appendix C), Rubric for Assessment (Appendix D), sample school fact sheets, authentic materials such as yearbooks, course calendars, flyers of school events and student notices, art supplies to decorate Community Fair Tables, pamphlets and fact sheets from community agencies, file folders.

Prior Knowledge Required

- understands community and community services
- works in pairs
- knows how to complete a worksheet by doing guided research

Teaching/Learning Strategies

1. Share a display table about your school that includes copies of a sample school fact sheet and other authentic materials such as yearbooks, course calendars, flyers of school events, and student notices. Invite students to examine the display table and take copies of the school fact sheet. Have students read the fact sheet and encourage them to ask questions about the school.
2. Explain to the class that the culminating performance assessment task is for students to participate in a Community Fair. For the Community Fair, student pairs prepare a display table of information about a community organization or service and hand out a student produced fact sheet, display other authentic materials on their topic such as posters, newsletters, flyers, videos, or CD-ROM and answer questions posed by guests.
3. Review the assignment, tracking sheet, and the rubric (Appendices B, C, and D) with the class. The fact sheet must include a title, picture, or symbol related to the topic and five sentences with relevant information about the community organization or service, as well as the names of the students who produced it.
4. Have the class identify possible topics and services to be highlighted during the Community Fair. For example, under the topic of health, the group may suggest health related services such as hospitals, doctor walk-in clinics and pharmacies. Under the topic safety, services such as police, fire, ambulance, and the St. John Ambulance may be suggested. Review community topics and services previously studied for suggestions. Record topics and services on chart paper.
5. Divide the class into pairs and have each pair identify a community topic and service that interests them. Ensure each pair chooses a different service. Post a final list of services that will be displayed at the classroom Community Fair.
6. Provide students with file folders to place all of their project work, such as planning notes, drafts and authentic material collected. At the completion of the Community Fair, students submit their folders to show their progress over a period of time.
7. Each pair develops their topic by writing five to eight questions about the community service they wish to explore. When forming questions use keywords such as *name of organization, address, telephone number, purpose of service hours* and *fees*. Refer to the *Community Contact Task* found in Appendix A. Conference with the pairs to help refine their information questions.
8. To help students develop their skills in locating information, make a list on chart paper of places to find information. Under the heading *Places I Can Find Information* list potential places such as the school and local libraries, the school guidance office, the ELD classroom, other subject area classrooms, community agencies, shopping malls, recreation centres, the post office, etc. Have students copy this list and place into their file folder.
9. Under the heading *Sources I Can Use to Find Information* list possible sources such as people, books, posters, flyers, pamphlets, community newspapers, Internet web sites, on-line sources of information, advertisements, public notices, school or community bulletin boards. Have students copy this list and place in their file folder. Encourage students to collect information from authentic sources. Review how to locate resources in the community by making phone calls, visiting community agencies and using the internet. Stress safety issues.
10. Have each student pair make a plan about how to collect information to answer their questions and to gather information to create their fact sheet.
11. To help with the plan, encourage pairs to use sentence starters such as *We will go to... to find information about... We will ask to see... We will ask to have copies of... We will take notes about...*

12. Now that the research phase is complete, have students process and organize information in a logical order. The teacher:
    - reviews the criteria for creating a fact sheets
    - has students write drafts.
    - conducts teacher conferences with pairs.
    - focuses on accuracy of information presented as well as accuracy in written text, paying particular attention to spelling, verb tenses, capitalization and punctuation.
    - encourages students to use simple word-processing software to compose and edit pieces of writing.
13. Distribute a variety of pamphlets and fact sheets. Allow students time to look at different layouts to help with the creation of the final draft of their fact sheet. Encourage students to use simple graphics software to format and embellish pieces of writing.
14. In advance of the Community Fair day, allow students sufficient time to set up display tables and make sufficient copies of fact sheets to distribute to visitors.
15. Enjoy the fair!

Assessment/Evaluation

- Assess fact sheet using the Rubric found in Appendix D. (Summative)

Accommodations

- Scribe for students as necessary and appropriate.

Resources

Books

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts, Book 2* second edition. Toronto: Prentice Hall Allyn and Bacon, 1997.

Ormiston Mary, Rena De Coursey, Shirley Fredeen. *ESL Toolbox*. Edmonton, Alberta: Literacy Services of Canada Ltd.

Authentic Resources

school materials, such as yearbooks, course calendars, flyers of school events; community service directories; telephone directories including the white, blue, and yellow pages; posters, pamphlets, and fact sheets about community organizations and services; local newspapers

Appendix A

Community Contact Task

Your Name:
Name of Organization:
Address:
Telephone Number:

1. Before you visit the community organization, make questions you plan to ask. Write the questions.
2. Be sure to record the information you get in complete sentences.

1. Hours of operation
Question: ____________________
____

Answer: ____________________
____

2. Programs and services available
Question: ____________________
____

Answer: ____________________
____

3. The cost of using the programs and services
Question: ____________________
____

Answer: ____________________
____

4. Kinds of paid jobs
Question: ____________________
____

Answer: ____________________
____

5. Kinds of volunteer work
Question: ____________________
____
Answer: ____________________
____

Appendix B

Community Fair Assignment

In the final activity of this unit all students participate in a class Community Fair. For this assignment you work with a partner.

1. Each pair prepares a fact sheet about a community organization or service. The fact sheet must include a title, picture or symbol related to the topic and five sentences with relevant information about the community organization or service.

2. Each pair prepares a display that includes authentic materials such as posters, newsletters, flyers, videos, and CD-ROMs about their chosen community organization or service.

3. Each student must keep all notes, rough drafts, and tracking sheets in a separate file folder. The file folder is handed in when you complete the assignment is completed.

Appendix C

Student Tracking Sheet

Name:	**Yes**
1. I am working with _________________.	☐
2. Our topic is ______________________.	☐
3. Write 5 to 8 questions about the community organization or service you wish to know more about.	☐
4. Show these questions to your teacher.	☐
5. List the places you can find information.	☐
6. List sources of information.	☐
7. Discuss your lists with your teacher.	☐
8. Make a plan on how to collect information to answer your questions.	☐
9. Review your plan with your teacher.	☐
10. Do the research.	☐
11. Reread your assignment sheet and look at your school fact sheet for ideas.	☐
12. Write drafts.	☐
13. Conference with your teacher and make changes.	☐
14. Make a good copy of the text of your fact sheet.	☐
15. Look at sample pamphlets and fact sheets for ideas about layout and design.	☐
16. Create your fact sheet. Be sure to include all parts of the assignment.	☐
17. Give your fact sheet to your teacher to copy for the Fair.	☐
18. Decorate your display table.	☐

Appendix D

Rubric for Assessing Community Fact Sheet

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Creates a fact sheet that shows understanding of community agency	- creates a fact sheet that shows limited understanding of community agency	- creates a fact sheet that shows some understanding of community agency	- creates a fact sheet that shows considerable understanding of community agency	- creates a fact sheet that shows a high degree of understanding of community agency
Thinking/Inquiry				
Produces five sentences with relevant information on the community agency - creates a title	- produces sentences with little relevant information on the community agency - creates a title with limited relationship to the fact sheet	- produces sentences that have some relevant information on the community agency - creates a title with some relationship to the fact sheet	- produces sentences that have considerable relevant information on the community agency - creates a title with considerable relationship to the fact sheet	- produces sentences with a high degree of relevant information on the community agency - creates a title with a high degree of relationship to the fact sheet
Communication				
Writes simple texts (verb forms, spelling, punctuation)	- writes English sentences with limited accuracy	- writes English sentences with some accuracy	- writes English sentences with considerable accuracy	- writes English sentences with a high degree of accuracy
Application				
Uses elements of the writing process to plan fact sheet (composes and edits a first draft)	- uses limited elements of the writing process	- uses some elements of the writing process	- uses considerable elements of the writing process	- uses elements of the writing process to a high degree

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix E

Book Talk Sample Questions

1. What is the title of your book?
2. Why did you choose this book?
3. Have you read any other book by this author?
4. Which character did you like best and why?
5. What was the conflict in the story?
6. What was your favorite part of the story?
7. Do you think the story would make a good movie and why?
8. Did you like the ending of the story?
9. Would you change the ending and how?

Additional Questions:

Appendix F

Book Talk Checklist

Book talk presenter:	**Y**	**N**
gave the title		
gave the author		
named some important people in the book		
clearly explained what happened in the book from beginning to end		
explained and showed some pictures		
answered questions about the book		
explained what he/she liked best about the book		
read aloud one favourite section of the book with good fluency		

Unit 4: Planning Your Personal Path

Time: 20 hours

Unit Description

The focus of this unit is to help students identify and present some key personal and educational goals. Through the introduction of a variety of learning strategies and study skills such as time management techniques, notebook organization, and homework logs, students develop their ability to organize for school success, interact more confidently in the school environment, and plan for their future. Students create a personal time capsule that reflects their current situation and plans for their future.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication
Overall Expectations: ❖BORV.01L, ❖BORV.02L, ❖BORV.03L.
Specific Expectations: BOR1.01L, ❖BOR1.02L, ❖BOR1.03L, BOR2.01L, ❖BOR2.02L, ❖BOR3.03L.
Strand: Reading
Overall Expectations: ❖BREV.01L, BREV.02L, BREV.03L, ❖BREV.04L.
Specific Expectations: ❖BRE1.01L, BRE1.02L, BRE1.03L, ❖BRE1.04L, BRE1.05L, ❖BRE1.06L, ❖BRE2.01L, BRE3.01L, BRE3.02L, BRE3.03L, BRE3.04L, ❖BRE4.01L, BRE4.02L, BRE4.03L.
Strand: Writing
Overall Expectations: ❖BWRV.01L, BWRV.02L, ❖BWRV.03L.
Specific Expectations: ❖BWR1.01L, ❖BWR1.03L, ❖BWR1.04L, BWR1.05L, ❖BWR1.06L, ❖BWR2.01L, ❖BWR2.02L, ❖BWR2.03L, BWR2.04L, BWR2.05L, ❖BWR3.03L, ❖BWR3.04L.
Strand: Social and Cultural Competence
Overall Expectations: BSCV.03L, ❖BSCV.04L, BSCV.05L.
Specific Expectations: ❖BSC1.03L, ❖BSC2.01L, ❖BSC2.03L, ❖BSC2.04L, BSC2.05L, ❖BSC2.06L, ❖BSC2.07L, ❖BSC3.01L.
❖This symbol indicates an expectation which is assessed in the activity.

Activity Titles (Time + Sequence)

Activity 1	I Have a Dream	240 minutes
Activity 2	The Time of Your Life	240 minutes
Activity 3	Setting the Stage for Success	240 minutes
Activity 4	Yours to Discover: The Ontario School System	240 minutes
Activity 5	Time in a Bottle	240 minutes

Unit Planning Notes

- Students new to Canada arrive with a variety of dreams and aspirations for their personal lives and for their future careers. They need to begin to articulate their hopes and to start to understand how they can accomplish their goals in the Canadian context.
- Students are given the opportunity to read about famous people and their personal paths. As independent reading, students select biographies of famous people who have had interesting lives. They present informal talks about their books, highlighting the dreams and steps taken towards their realization.

- While our students have hopes and dreams, there is often a knowledge gap in actualizing those dreams. In order for our students to have a successful future, they have to be aware of the multitude of options available and the requisite life and school experiences required to achieve their goals. Students need to learn how to make conscious, educated choices, and to make short term and long term plans for their futures.
- It is incumbent upon teachers to provide opportunities for students to develop the personal plan that will bridge present skills with future goals. Flexibility is the key for students because needs and situations will change. In modern society, change is the norm. Successful citizens embrace change in positive ways and incorporate change in their life plans.
- Throughout the unit, students will maintain response and vocabulary logs that will help them track their own progress and development.
- Guidance counsellors and teacher-librarians are important resources for this unit. Confer early and arrange for them to visit the class and assist the students in their plans. Make sure that all the students know how to make Guidance appointments and can begin to access the multitude of resources available to them through the Student Services department.
- Many of the activities in this unit require students to reflect on their histories, desires and present abilities and skills. It is critical that the classroom environment be encouraging and non-threatening, and that personal privacy be respected. Teachers have to be prepared for a wide scope of dreams and ambitions, and need to maintain impartiality, even as they help students realize that some of their previous dreams may have to be reworked or revised.
- This unit addresses equity of career opportunities. Students may come to the unit with assumptions about certain expectations for either males or females. Be very clear about reminding students that Canadian legislation exists to protect equity of opportunity. Refer to the Constitution Act, 1982, Equality Rights, Section 51 for the specific legislation, as found on the Government of Canada website http://canada.justice.gc.ca/cgi-bin/folioisa.dll/const_e.nfo/query=*/doc/{@392}? and on the Government of Ontario web site about the Human Rights Code, Revised Statutes of Ontario, 1990, Chapter H.19.
- Resources have been chosen to reflect the hopes, dreams, and aspirations of many different individuals. Adrienne Clarkson's inaugural speech at her induction as Governor General of Canada in October 1999 has been selected as an excellent speech to use. It may be found in *Voices: Past and Present*, p. 396.
- This unit emphasizes dreams for the future. Careers are introduced; however, career education is left to the purview of the Teacher Advisor Program and the Career Studies curriculum.
- Find out if your school has a time capsule and, if so, determine its contents.
- Save samples of all student work from the unit to use as exemplars.

Prior Knowledge Required

- Use appropriate language to facilitate classroom and group discussions
- Can read and listen to others read a variety of materials
- Can create and analyse simple media works
- Able to record personal learning, experiences, and feelings
- Can use simple past and simple future tense
- Can use a dictionary

Teaching/Learning Strategies

- Brainstorming and cognitive mapping, cloze exercises, categorizing, checklists, comparing, co-operative learning, copying, listening to songs, modelling, response logs, vocabulary logs, patterned writing, authentic materials, guest speakers, oral presentations, homework, teacher-directed learning, charts and visual organizers, guided reading and writing, small group pair work, word search, sequencing, experience charts and key word lists, paired reading, reading aloud to students, sharing experiences orally, visual materials.

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Summative	Sentences	Communication
	Formative	Cloze	Thinking/Inquiry
	Formative	Writing Log	Communication
	Diagnostic	Reading Log	Knowledge/Understanding
	Summative	Poster and presentation	Knowledge/Understanding/ Thinking/Inquiry/ Communications/Application
	Summative	Sentences	Communication/Application.
Activity 2	Formative	Worksheets	Thinking/Inquiry
	Summative	Time Test	Knowledge/Understanding/
	Formative/Summative	Timelines, T-charts, and Pie Graphs	Thinking/Inquiry Application
	Formative/Summative	Presentations	Communication/Application.
Activity 3	Formative/Summative	Notebooks	Thinking/Inquiry
	Formative	Agenda Book	Thinking/Inquiry
	Summative	Interviews	Communication
	Summative	Chart	Thinking/Inquiry
	Summative	Panel Presentation	Communication/Application
	Summative	Discussion	Communication/Thinking/ Inquiry.
Activity 4	Formative	List	Knowledge/Understanding/ Thinking/Inquiry
	Formative	Timeline	Application
	Summative	Paragraph	Knowledge/Understanding/ Communication/Application.
Activity 5	Summative	Time Capsule	Knowledge/Understanding/ Thinking/ Inquiry/ Communication/Application.

Resources

Azar, Betty Schrampfer. *Understanding and Using English Grammar, 3rd Edition*. Upper Saddle River, New Jersey: Pearson Education, 1999.

DeRocco, David and John F. Chabot. *Canada: Eh to Zed*. Virgil, Ontario: Full Blast Productions, 1994.

Shapiro, Norma and Jayme Adelson-Goldstein. *Oxford Elementary Learners' Dictionary: Canadian Edition*. Toronto: Oxford University Press, 1999.

Porter, Jesse. *Voices: Past and Present*. Toronto: Wall and Emerson, 1999.

Zuern, Guenther. *Ontario Reader 1999*. Toronto: Newcomer Communications, 1999.

The Learners' Edge: Activities for Students and Their Teacher Advisors. TDSB
This resource can be purchased through the Toronto District School Board, 155 College Street, Toronto, Ontario. M5T 1P6.

Easy Read Biographies

Bondar, B. *On the Shuttle: Eight Days in Space*. Toronto: Greey de Pencier Books. 1993.

Dougherty, D. *JAM Session*: *Michael Jordan*. Minnesota: ABDO Publishing Co., 1999.

Dougherty, D. *JAM Session*: *Sammy Sosa*. Minnesota: ABDO Publishing Co., 1999. Dougherty, D. JAM Session: Tara Lipinski. ABDO Publishing Co., 1999.

Dougherty, D. *JAM Session*: *Tiger Woods*. Minnesota: ABDO Publishing Co., 1999.

(Other biographies available in the series.)

Maze, Stephanie. *I Want to Be an Engineer; I Want to Be A Chef*; and *I Want to Be A Firefighter*. New York: Harcourt, Brace and Co., 1997.

Webb, M. *Superstar of Science: David Suzuki*. Mississauga: Ont.: Copp Clark Pitman Ltd., 1991.

Illustrated Books

Spalding, Andrea. *Me and Mr. Mah*. Victoria: Orca Press. 1999.

Web Sites

http://canada.justice.gc.ca/cgi-bin/folioisa.dll/const_e.nfo/query=*/doc/{@392}?)

This is the site of the Constitution Act, 1982, Equality Rights, Section 51.

Web Sites that Contain Interest Inventories

Career Cruising. www.careercruising.com

Career Explorer. http://cdn.cx.bridges.com (a user ID and password are required to access this site)

Mazemaster. www.mazemaster.on.ca

There are several other simplified interest inventories, such as Career Key, Career Planning Process and Career Questionnaire, that can be accessed via the Toronto Public Library system, through the site http://careerbookmarks.tpl.toronto.on.ca

Activity 1: I Have a Dream

Time: 240 minutes

Description

In this introductory activity, students begin to reflect on their personal and educational goals through journal writing, listening to songs, reading books and the creation of a collage. Tasks focus on student's past, present dreams, and hopes for the future. Language development emphasizes verb tenses, simple sentence and question formation.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
❖BORV.03L - create and analyse simple media works.

Specific Expectations
BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR2.01L - use informal language appropriately;
❖BOR3.03L - create headlines, posters, talk shows, or interviews related to classroom topics or personal reading.

Strand: Reading

Overall Expectations
❖BREV.01L - read and listen to others read a variety of materials;
❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations
❖BRE1.01L - read along while listening to stories and other materials being read aloud;
BRE1.03L - choose books for a variety of purposes, and enjoyment, with teacher guidance;
BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginner learners of English;
BRE1.05L - read personally selected material on a daily basis;
❖BRE1.06L - respond to personal reading in a variety of ways;
BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes.

Strand: Writing

Overall Expectations
BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations
BWR1.01L - write short answers to oral and written questions about familiar topics;
❖BWR1.04L - write daily to record personal learning, experiences, and feelings;
BWR1.06L - organize notebooks for different subject areas, using titles, dates, and required forms;
❖BWR3.03L - use some common verb forms;
❖BWR3.04L - use correct punctuation in simple sentences, with some consistency.

Strand: Social and Cultural Competence

Overall Expectations
BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations;
BSCV.05L - identify some personal goals and use a variety of strategies to pursue them.

Specific Expectations
❖BSC2.07L - express opinions appropriately in teacher-led classroom discussions;
BSC3.01L - identify some key personal and educational goals.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- The first activity asks students to think about senior citizens they have known. Be sensitive to the issues that may be raised and the stereotypes about seniors.
- Locate John Lennon and Paul McCartney's song *When I'm 64* from the *Sergeant Pepper's Lonely Hearts' Club Band* album. Make a cloze exercise from it. Be sure to include a word bank of the missing vocabulary.
- Locate a copy of Adrienne Clarkson's inaugural speech as Governor General of Canada, which may be found in *Voices: Past and Present.*
- Collect bibliographic information about Adrienne Clarkson.
- Have available magazines and other visually rich materials that students can cut out for their collage. Be sure the resources are culturally diverse and reflect the backgrounds of the students.

- Have available copies of biographies at a reading level appropriate to your students. Refer to the resources used in ELDBO Unit 1, Ad Smart. Confer with your school librarian, the librarian at your local elementary school and/or the librarian at the public library. *Canada: Eh to Zed* is an excellent resource about famous Canadians.
- Prepare a cloze test and overhead for the lyrics of *When I'm 64* for Teaching/Learning Strategy 3.
- Prepare a reading log that helps students track the number of pages read each day and the main ideas from their readings. They can record any questions they might have, any comments or any predictions.
- Students use vocabulary logs, reflective writing logs (journals) and reading logs and continue these throughout the unit. Collect these on a regular basis and evaluate for completion. Monitor the development of their writing skills.
- Have students set up their notebooks using a Table of Contents for this unit. (See Appendix A: Notebook Checklist and Table of Contents.)

Materials Needed

- Magazines, markers, scissors, tape, glue sticks, construction paper, chart paper
- The song *When I'm 64* and an overhead transparency of the lyrics, a teacher-generated cloze worksheet of the lyrics
- An excerpt of Adrienne Clarkson's speech
- Class set of beginner dictionaries
- Multiple copies of: the Notebook Checklist and Table of Contents (Appendix A), the Collage Poster and Presentation Worksheet (Appendix B), the Rubric to Assess the Collage and the Presentation of the Collage (Appendix C), and the reading log.

Prior Knowledge

- Reads and listens to others read a variety of materials
- Creates and analyses simple media works
- Records personal learning, experiences, and feelings
- Uses simple past and simple future tenses
- Formulates simple questions
- Uses a dictionary

Teaching/Learning Strategies

1. Introduce the unit by informing students that they will be exploring their own personal paths. Ask students what a path is. Have students locate the word in the dictionary and discuss its various meanings. Draw a path on the board. Mark the path for various age divisions: zero at the start for birth, 5 years, 10 years, etc. Brainstorm what students were doing at each of the stages in their lives, e.g. where they were living, what was happening in their lives, and any other volunteered information. Students copy the path into their notebooks. Tell students that their future path is determined by their present activities. Distribute Appendix A: Notebook Checklist and Table of Contents. Have students begin to record their notebook entries in their Table of Contents.
2. Pose the following questions: What kind of work would you like to be doing in 10 years? What do you imagine you will look like in 40 years? Where do you think you will be living? What might you be doing in your spare time? Record these questions on chart paper. Students copy these into their notebooks and answer them for homework. Have students think about older people they have admired to help them formulate their own ideas. Collect and check for completion and correct use of verb tense and punctuation.

3. Play the song *When I'm 64*. Ask students to recall one detail from the song. Distribute the teacher-generated cloze worksheet. Replay the song. Students complete the cloze exercise. Take up the exercise orally. Show the overhead transparency of the cloze exercise. Students correct their own work. Collect their pages and check for accuracy. Ask comprehension questions about the lyrics of the song. Replay the song. Students sing or read along as the song is being played. Review/teach the simple past and future tenses.
4. Provide students with background information about Adrienne Clarkson and her dreams. Students follow the text of the speech as it is being read aloud. Ask students to recall one detail from the speech. Record on the board. Reread the speech, and have students fill in details missed. Use the ideas generated by the class to write a shared paragraph about Adrienne Clarkson's dreams and aspirations. Students copy the shared paragraph into their notebooks. Practise reading the paragraph orally either as a choral reading activity or in pairs. For homework, each student must read the paragraph to another person and explain the main ideas, either in English or first language. The listener must sign the paragraph to indicate that the homework was completed. Next day, provide time in class for students to start their reflective writing logs about the material covered thus far. Remind students to include both their thoughts and feelings, as they did in Unit 1, Ad Smart, Activities 1 and 2. Circulate as students write, to assist as required. Assign writing logs three times per week for homework.
5. Refer back to the homework from Teaching/Learning Strategy 2. Have students find visual images that reflect their personal dreams for the future. Students create a collage poster entitled, "I Have a Dream." (See Appendices B and C). They write sentences about the collage. Students present their collages to the class and explain their choice of images. Collect the collages and their written work for re-examination in the final activity of the unit.
6. Assign a biography to each student as an independent reading activity. Distribute copies of the reading log. Monitor progress regularly throughout the unit. Assign daily informal biography talks at the start of each class. Focus on the dreams and steps taken towards achieving the dream. Students respond to the presentations in their reflective logs.

Assessment/Evaluation Techniques

- Sentences about personal path for correct verb tense and punctuation (Summative; BWR3.03L, BWR3.04L)
- Cloze activity (*When I'm 64*) for accuracy (Formative; BREV.01L, BREV.04L, BRE1.01L)
- Reflective writing logs (Formative; BWR1.04L)
- Reading log (tracking sheet) for completion of written reflections (Diagnostic; BRE1.06L)
- Collage poster and presentation (Summative; BORV.03L, BOR3.03L; BSC2.07L, BREV.04L. Refer to Appendix C)
- Collage sentences for completion and quality of ideas (Summative; BWR1.04L; BWR3.03L, BWR3.04L)

Accommodations

- Provide word and sentence patterns where needed.
- Provide a completed cloze as a model.
- Pair or group students to assist with tasks.

Resources

Books

Bondar, B. *On the Shuttle: Eight Days in Space*. Toronto: Greey de Pencier Books. 1993.

DeRocco, David and John F. Chabot. *Canada: Eh to Zed*. Virgil, Ont.: Full Blast Productions, 1994.

Porter, Jesse. *Voices: Past and Present*. Toronto: Wall and Emerson, 1999.

Shapiro, Norma and Jayme Adelson-Goldstein. *Oxford Elementary Learners' Dictionary: Canadian Edition*. Toronto: Oxford University Press, 1999.

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Dougherty, D. *JAM Session*: *Michael Jordan*. Minnesota: ABDO Publishing Co., 1999.

Dougherty, D. *JAM Session*: *Sammy Sosa*. Minnesota: ABDO Publishing Co., 1999.

Dougherty, D. *JAM Session*: *Tara Lipinski*. ABDO Publishing Co., 1999.

Dougherty, D. *JAM Session*: *Tiger Woods*. Minnesota: ABDO Publishing Co., 1999.

CDs

McCartney, Paul and John Lennon. *Sergeant Pepper's Lonely Hearts Club Band*. EMI Records Ltd. 1967.

Activity 2: The Time of Your Life

Time: 240 minutes

Description

In this activity, students begin to explore time management techniques. They create a personal time line, and chart current use of time using graphic organizers. They begin to use school calendars to organize their school and leisure activities. Grammar focuses on adverbs of time, simple past, present and future tenses, as well as more formal structures used in oral presentations.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

❖BORV.01L - participate in discussions about personal experiences and opinions;
❖BORV.02L - recognize different levels of formality in spoken English and use language appropriately in specific situations.

Specific Expectations

❖BOR1.02L - use common expressions and language patterns for a variety of language functions;
❖BOR1.03L - present book talks or projects using visual aids;
BOR2.01L - use informal language appropriately;
❖BOR2.02L - use more formal language when necessary.

Strand: Reading

Overall Expectations

BREV.03L - use some key reading strategies with teacher guidance;
❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

BRE1.01L - read along while listening to stories and other materials being read aloud;
❖BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English;
BRE3.03L - decipher simple text, using rules about phonics and syllabification and knowledge of common prefixes, suffixes, and roots;
BRE4.02L - record keywords and information.

Strand: Writing

Overall Expectations

❖BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
❖BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

❖BWR1.01L - write short answers to oral and written questions about familiar topics;
❖BWR2.01L - participate in structured prewriting activities;
❖BWR3.03L - use some common verb forms.

Strand: Social and Cultural Competence

Overall Expectations

❖BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations;
BSCV.05L - identify some personal goals and use a variety of strategies to pursue them.

Specific Expectations

❖BSC1.031 - participate in discussions about personal and social issues related to school and community events;
BSC2.04L - use time management skills to organize homework, complete assignments on time, and make up missed work;
❖BSC2.06L - ask questions to obtain information and clarification from teachers and peers;
❖BSC2.07L - express opinions appropriately in teacher-led classroom discussions.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Make multiple copies of a vertical time line for one complete day, a 24-hour pie graph, the article "Do You Have the Time? A History," (Appendix D), plus teacher-generated worksheets for the article that evaluate comprehension, teacher-made cloze test, and a prepared evaluation of the timeline presentation.
- Refer to ELDAO course profile for a complete description of the directed reading approach.
- Remind students to bring their Student Agenda Books to every class. If your school does not produce Agenda Books, any calendar will suffice. Ensure that students copy homework assignments and due dates into their Agenda Books or calendars.
- At the start of each class, list activities to be covered on the board and check them off as completed. Share with students some of the ways you organize your own time. Model and show your Agenda Book/planners/personal calendars. All these help students begin to understand the direct correlation between organization, effective time management and attainment of goals.
- This activity emphasizes the need for students to put forth their best efforts on a consistent basis, especially in regard to homework and school assignments. Help students understand that different people require different amounts of time for schoolwork and that length of time spent is not the sole determinant of achievement.

Materials Needed

- Multiple copies of a vertical time line for one complete day, a 24-hour pie graph, and the article "Do You Have the Time? A History," (Appendix D)
- Teacher-generated worksheets, teacher-made cloze test, and a prepared evaluation of the timeline presentation
- Markers, construction paper, rulers, tape, protractors, coloured pencils

Prior Knowledge Required

- Uses some basic reading strategies to decipher text
- Understands some basic facts and concepts about printed text
- Uses some basic patterns of standard Canadian English in some simple forms of writing
- Knows how to use visual aids in an oral presentation

Teaching/Learning Strategies

1. Write the title of the activity, *The Time of Your Life*, on the board and invite students to predict some of the topics to be studied. Record their responses on the board. Review/teach the idiom *to have the time of your life*. On chart paper, brainstorm additional idioms of time that students may know, for example, *in the nick of time, by the skin of one's teeth, in no time flat, on the double, right off the bat, every now and then, it's high time, once in a blue moon, in the long run, for the time being, out of the blue, save it for a rainy day, the time is ripe, burning the candle at both ends*, etc. Post and continue to add to the list of idioms as they arise in future tasks.
2. Ask students to brainstorm basic tools that measure time, for example, a watch, a computer, a calendar, the seasons, daylight. Ask students how and why each is used.
3. Distribute the article, "Do You Have the Time? A History" (Appendix D). Using a directed reading approach, teach the article. Review/teach rules about phonics and syllabification, and knowledge of common prefixes, suffixes, and roots. Assign the teacher-generated worksheets for homework and ask students to record how long they took to complete. Next day, check that the homework has been completed. Take up the worksheets. Ask students to mark their own work for accuracy.
4. Conduct an informal survey to determine the relationship between successful completion of homework and time spent doing it. Encourage students to see the direct correlation between better understanding and improved marks. Inform students that they will be having a test next day on the contents of the article and the discussion points about time. After the test has been completed, have students predict their mark on the test, and give their reasons. Do not return the tests at this point; only tell students their marks individually. Students who scored lower than 15/20 must retake the test. Those who scored higher than 15/20 may retake it for a higher grade. Use the very same test for the rewrite. Track the relationship between studying and improved mark. Analyse the results and share with students.
5. Ask students to look at the various sections in their Agenda Books. Be sure to draw attention to the different calendars and the different ways the book organizes time: by the hour, by the day, by the month and by the year. Students list upcoming tests and assignments from all their classes. Ensure that these are recorded in the Agenda Books. Have students allocate and record in their Agenda Books days and times needed in preparation for the successful completion of their tests and assignments.
6. Ask students to answer the following questions: *How long does it take you to get to school? How many hours did you study for the last test? How many hours do you think you will need to study for the next test? How many hours per week do you need to practise your sport or hobby?* Record all their answers on the board. Explain that time management requires estimating how long a task will take and incorporating additional time to accommodate unforeseen delays. For the rest of the unit, ask students to make predictions about how long homework tasks and assignments will take. Students record their estimation and the actual time required to complete the task in their agenda books. They revise their original study plans as needed.
7. Refer students back to the timeline in the article, "Do You Have the Time? A History." Remind students that timelines are chronological and historical. Have students create their own personal timeline for a 24-hour period. They record all activities performed, e.g., eating, sleeping, studying, walking to school, exercising, working. Students share their timelines with a partner. The partner must be able to understand the chronological order of the timeline. Circulate to correct spelling and

ensure that students stay on task. Have students transpose the information from their timelines into a T-chart showing hours of the day and activities. Then have students transpose their information into a pie graph broken into 24 segments, representing each hour of the day. Students analyse their pie graphs to determine the total amount of time spent on each activity (e.g., sleeping, eating, studying, leisure activities, etc.). They make a bar graph that illustrates the total number of hours spent on each task. Remind students to colour code each of the activities and to include a legend on their paper. Model for students how to write simple descriptive sentences about their conclusions. Draw attention to appropriate verb tense usage. As an out of class assignment, have students complete the same task for an entire week. Mark this assignment for accuracy and completion.

8. Students present their timelines and pie and bar graphs to the class.

Assessment/Evaluation Techniques

- Do You Have The Time? A History teacher-generated worksheets (Formative; BRE1.04L)
- Test about the History of Time (Summative; BWR1.01L)
- Daily Timelines, T-charts and pie and bar graphs (Formative; BWR2.01L, BSC2.06L. Summative; BOR1.02L, BREV.04L, BRE4.02L, BWRV.01L, BWRV.03L, BWR3.03L)
- Presentation of weekly timelines, T-charts and pie graphs (Summative; BORV.02L, BOR1.02L, BOR1.03L, BOR2.02L; Formative BSCV.04L)

Accommodations

- Pair students as necessary for reading assignments.
- Provide a completed cloze as a model to assist students with their corrections.
- Use computer graphics programs as needed for graphic assignments.
- Presentations could be done in front of small groups or in front of the teacher only.

Resources

School agenda books or calendars

The Learners' Edge: Activities for Students and Their Teacher Advisors. TDSB
This resource can be purchased through the Toronto District School Board, 155 College Street, Toronto, Ontario. M5T 1P6

Activity 3: Setting the Stage for Success

Time: 240 minutes

Description

In this cross-curricular activity, students begin to develop organizational skills for school success. They learn about notebook organization. They research the extra help opportunities available in the school. Students hear presentations from successful peers and discuss the relationship between effective organizational skills and success. Grammar focusses on the imperative, the use of modals, and questions.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions.

Specific Expectations
BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR1.02L - use common expressions and language patterns for a variety of language functions;
BOR2.02L - use more formal language when necessary.

Strand: Reading

Overall Expectations
BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations
BRE1.02L - identify and describe various forms of writing;
❖BRE4.01L - find information in subject-specific sources;
BRE4.02L - record keywords and information;
BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing

Overall Expectations
BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
BWRV.02L - use some elements of the writing process to plan writing.

Specific Expectations
❖BWR1.03L - complete simple forms;
BWR1.01L - write daily to record personal learning, experiences and feelings;
BWR1.05L - write in a variety of forms;
❖BWR1.06L - organize notebooks for different subject areas, using titles, dates, and required forms.

Strand: Social and Cultural Competence

Overall Expectations
BSCV.03L - use school and community resources.

Specific Expectations
❖BSC1.03L - participate in discussions about personal and social issues related to school and community events;
❖BSC2.01L - use school and community resources to support classroom learning;
❖BSC2.03L - record homework and other assignments in a specific place such as a planner;
❖BSC2.04L - use time management skills to organize homework, complete assignments on time, and make up missed work;
BSC2.06L - ask questions to obtain information and clarification from teachers and peers;
❖BSC2.07L - express opinions appropriately in teacher-led classroom discussions.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Students in the class may already possess some of the strategies/skills needed for notebook organization that are covered in this task. Wherever possible, cite their work as models.
- Begin to research the remedial, resource, and tutoring opportunities available in your school.
- Notify your staff that students will be interviewing teachers about extra help opportunities and homework assignments. Inform teachers that they will be asked to initial students' agenda books.
- Book time in the computer lab for students to create their extra help chart.

- Find several senior students who are willing to participate in a panel presentation to your class about their time management techniques. Remember to select students who are successful in more than one area of school life, students who are active in school teams and clubs, and students who reflect the diverse school population. Include former ELD students. Share with the participants the questions you and your students will ask.
- Teacher-librarians and guidance counsellors are excellent resources to assist students with effective planning and preparation for tests and assignments. Arrange for them to visit your class. (See Teaching/Learning Strategy 4)
- Care and sensitivity must be taken regarding the reality of students' homes in the discussion of ideal study environments in Teaching/Learning Strategy 6.

Materials Needed

- Multiple copies of the questionnaire students use when they interview teachers about the extra help opportunities
- Chart paper, markers, tape, notebook dividers, binders, transparent page protectors, blue recycling box

Prior Knowledge

- Uses some basic patterns of standard Canadian English in some simple forms of writing
- Reads and creates charts
- Recognizes different levels of formality in spoken English
- Uses language appropriately in specific situations

Teaching/Learning Strategies

1. Brainstorm what it means to be organized. Brainstorm reasons for keeping an organized notebook and applications in all facets of life. Record these on chart paper and post.
2. Ask students to bring in their notebooks from all their classes. Review/teach ways of organizing notes and materials, e.g., dates, subject, page number, topics. In partners, students leaf through each other's ELDBO Unit 4 notebook to check that the Table of Contents is complete and up to date, all pages listed in the Table of Contents are in the notebook, only ELDBO work is in the notebook, all pages are titled, underlined, dated correctly, numbered, complete, and all work is neatly handwritten. (See Appendix A.) Make sure students identify any missing work and that they update as necessary. Encourage students to have a homework buddy for all classes to notify them of work covered during their absences. When students have finished organizing their ELD binder, provide time to organize notebooks from other classes. Ensure that a separate binder or at least a separate section of a binder is set aside for each subject. Circulate and help students order their work for each of their binders.
3. Ask students what assignments and tests they have coming up in the next two weeks. Write these on the board. Then have students check that their tests and assignments are recorded in their Agenda books. Have students conference with their subject teachers to check that all upcoming assignments and tests are recorded in the Agenda book. Have the teachers initial beside the notation in the Agenda book. Check that all notations are initialled.
4. Invite the teacher-librarian and/or guidance-counsellor to give a presentation on effective strategies to plan and prepare for tests and assignments.
5. In pairs, students recall the key points from the presentation. Make sure that students identify key strategies: rereading materials, ensuring that all work is up- to-date, asking questions about work not understood, re-doing questions, reviewing/retaking quizzes, preparing questions based on the work as well as assigning time in the daily schedule to study.
6. Briefly discuss ideal study environments both within and outside of school. Be sensitive to personal living situations. Record these on chart paper. Teach/review the imperative and the modals *should* and *could*. Create with students sentences that describe ways to prepare for tests. Students continue

to make entries in their reflection logs about their studying practices. Encourage students to practise using the imperative and modals in their sentences.

7. Develop with students a questionnaire to ask Department Heads or subject teachers about the extra help opportunities available in the school. For homework, have students collect the data from teachers. Next day, take students down to the Computer lab. Record information garnered from the teachers. Ask students to suggest ways to organize the information, e.g., a T-chart. Students use a graphic organizer to record the information. Remind students to regularly avail themselves of the extra help opportunities, especially before tests and examinations.
8. Brainstorm with students what it means to be successful. Write the points on the board. Discuss the various ways one can be successful, in and outside of school. Invite a group of successful senior students to present a panel discussion on "The Secret of my Success at School." In advance of the panel presentation, brainstorm with students questions that they can ask the panel. Review expected classroom behaviour during presentations. Discuss active listening skills and the expectation that students will ask questions following the panel presentation. Inform students that they will be evaluated on their participation and behaviour during the presentation. Begin the panel presentation with a brief introduction of the participants. Outline their achievements. Be sure to have a student greet and thank the participants.
9. Following the panel presentation, have students summarize the facts that came out of it. Write these on the board. Help students draw conclusions between effective organizational skills and academic success. Students reflect on their conclusions in their writing logs.

Assessment/Evaluation Techniques

- Organize subject notebooks (Formative; BRE4.01L, BSC2.04L; Summative BWR1.06L)
- Initialled Agenda Book entries (Formative; BSC2.03L)
- Data gathered through interviews of teachers regarding extra help opportunities (Summative; BSC2.01L)
- Record extra help opportunities in a chart (Summative; BWR1.03L)
- Appropriate behaviour during panel presentation (Summative; BSC2.07L)
- Follow-up discussion to panel presentation (Summative; BSC1.03L)

Accommodations

- Pair students to interview teachers about extra help opportunities.
- Provide an outline for any notes to be copied from chart papers or from the board.
- Make available computers for student notes.

Resources

Student Agenda books

The Learners' Edge: Activities for Students and Their Teacher Advisors. TDSB

This resource can be purchased through the Toronto District School Board, 155 College Street, Toronto, Ontario. M5T 1P6

Activity 4: Yours To Discover: The Ontario School System

Time: 240 minutes

Description

In this activity students begin to see the relationship between future goals and present educational choices. They learn about the current Ontario secondary school system, complete an interest inventory, and begin to make educational plans that allows them to actualize their goals. They begin to explore the various avenues of post-secondary education and training that lead to their choices. Grammar focus is on modals and conditionals.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
BORV.03L - create and analyse simple media works.

Specific Expectations

BOR1.01L - use appropriate language to facilitate classroom and group discussions.

Strand: Reading

Overall Expectations

BREV.02L - use some strategies to build vocabulary;
BREV.03L - use some key reading strategies with teacher guidance;
BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

❖BRE2.01L - use thematic word lists and knowledge of word families to build vocabulary;
BRE3.01L - recognize familiar structures in new words;
BRE3.02L - use a variety of strategies to determine the meaning of unfamiliar words;
BRE4.01L - find information in subject specific sources;
❖BRE4.02L - record keywords and information.

Strand: Writing

Overall Expectations

BWRV.03L - write simple text following the conventions of standard Canadian English.

Specific Expectations

BWR1.01L - write short answers to oral and written questions about familiar topics;
BWR1.04L - write daily to record personal learning, experiences, and feelings;
❖BWR2.01L - participate in structured prewriting activities.

Strand: Social and Cultural Competence

Overall Expectations

BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations;
BSCV.05L - identify some personal goals and use a variety of strategies to pursue them.

Specific Expectations

BSC1.03L - participate in discussions about personal and social issues related to school and community events;
BSC2.01L - use school and community resources to support classroom learning;
BSC2.05L - participate in directed group work;

BSC2.06L - ask questions to obtain information and clarification from teachers and peers;
❖BSC3.01L - identify some key personal and educational goals.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Speak to Guidance and Co-operative Education teachers to arrange for class visits. Ensure that the presentations include information about equivalency credits and the track of ELD to regular English, as well as the Grade 10 Test of Reading and Writing.
- Collect interest inventories from Guidance that are at the appropriate reading level for your students. Suggestions are included in the Resource list below.
- Ask the teacher-librarian to gather books and other resources on careers and post secondary education and training.
- Surf the Internet for updated sites on careers, post secondary education and training.
- Locate the song "*If I Had A Million Dollars*," by The Barenaked Ladies.
- Book time in the computer lab.
- Make multiple copies of a graphic organizer that shows OSS diploma requirements for the Guidance presentation on the Ontario system of education. Make an overhead transparency of the graphic organizer. Also, make multiple copies of Appendix E. Share these in advance with the Guidance teacher.
- Retrieve the dream collage posters created in Activity 1.

Materials Needed

- Song "*If I Had a Million Dollars*," by The Barenaked Ladies
- Have available the read-aloud book series, *I Want to Be…*
- Chart paper, markers, tape, overhead projector and overhead markers
- Multiple copies of an Interest inventory (See Resources)
- Multiple copies of Appendix E and the graphic organizer of OSS diploma requirements

Prior Knowledge

- Follows simple oral presentations
- Reads and completes simple forms
- Accesses the Internet with teacher guidance

Teaching/Learning Strategies

1. Pose the question, "What would you do if you had a million dollars?" Ask students to record any and all ideas. Students list everything they would like to be, do, or have over the next one to five years. Refer back to Activity 1 to help students think about all their dreams and goals, not just those around school. Make sure they do not limit themselves. Ask students to prioritize their goals under the following headings: critical, important, or desired.
2. Distribute student collage posters from Activity 1. Have students compare the collages with their lists. Discuss similarities and differences. Students should begin to realize that their dreams and goals often change over time.
3. Play the song, "*If I Had A Million Dollars*." Have students recall one wish from the song. Replay to have students listen for any missed ideas. Ask students whether they share any goals with the dreams from the song. Are there any goals that they believe are not important? Why? For homework, students transfer all of their critical goals to a separate page, and prioritize them. Then students list four steps that would lead to accomplishing their goals.
4. Students brainstorm ways their lives at present will help actualize the goals/wishes they looked at for homework. Take one goal and put it at the end of a 5-or 10-year timeline on the board. Have students backward map to determine a course of action that would link the stated goal to the current situation.

Have students make a timeline and action plan for each of their critical goals. Ask students to predict what they think they should take at school in order to actualize their goals. Review/teach modals and conditionals. For homework, students write statements about subjects they should take in school that will help them reach their goals.

5. Have a Guidance counsellor give a presentation to the class about the Ontario secondary school system. Students use the graphic organizer and Appendix E to take notes and record information. Following the presentation students compare their notes to the teacher's. Collect and evaluate the graphic organizers and Appendix E.
6. Distribute copies of an Interest Inventory. Have students complete and score the inventories. On chart paper, brainstorm jobs and occupations. Post. Use the list to review/teach word families as they relate to occupations. Students copy the vocabulary into their notebooks. Invite a Guidance Counsellor to take students to the computer lab and provide time to begin to research occupations that reflect their personal interests. Circulate and assist as needed.
7. Students select three occupations that they are interested in pursuing. Have them make a guidance appointment to find out what prerequisites they need for future studies. Students write a short paragraph about their guidance visit, and report their findings to the class. Evaluate the paragraph for appropriate vocabulary use.
8. Invite a Co-operative Education teacher to talk to the class about co-operative education opportunities that relate to the students' choices.

Assessment/Evaluation Techniques

- List of goals (Formative; BRE4.02L)
- Five or ten year timeline (Formative; BWR2.01L, BSC3.01L)
- Paragraph on Guidance visit (Summative; BRE2.01L)

Accommodations

- Provide completed graphic organizer of the guidance presentation.
- Pair students for computer work.
- Pair students for guidance appointments.

Resources

Books

Maze, Stephanie. *I Want to Be an Engineer; I Want to Be A Chef*; and *I Want to Be A Firefighter*. New York: Harcourt, Brace and Co. 1997.

School Resources

The Learners' Edge: Activities for Students and Their Teacher Advisors. TDSB
This resource can be purchased through the Toronto District School Board, 155 College Street, Toronto, Ontario. M5T 1P6

University and College calendars
Information about various apprenticeship programs

Sample Interest Inventories

Career Cruising. www.careercruising.com

Career Explorer. http://cdn.cx.bridges.com (a user ID and password are required to access this site)

Mazemaster. www.mazemaster.on.ca

There are several other simplified interest inventories, such as *Career Key, Career Planning Process* and *Career Questionnaire*, that can be accessed via the Toronto Public Library system, through the site http://careerbookmarks.tpl.toronto.on.ca

Activity 5: Time in a Bottle

Time: 240 minutes

Description

Students continue to explore the relationship between their present choices and future academic and personal paths through the creation of a time capsule. Grammar focuses on a review of simple verb tenses.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions.

Specific Expectations

BOR1.02L - use common expressions and language patterns for a variety of language functions;
BOR1.03L - present book talks or projects using visual aids.

Strand: Reading

Overall Expectations

❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

BRE2.01L - use thematic word lists and knowledge of word families to build vocabulary;
BRE4.01L - find information in subject specific sources;
BRE4.02L - record keywords and information.

Strand: Writing

Overall Expectations

BWRV.02L - use some elements of the writing process to plan writing;
BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

❖BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;
❖BWR2.03L - edit a first draft of a specific form of writing, with teacher guidance;
BWR2.04L - use simple word processing software to compose and edit pieces of writing, with teacher guidance;
BWR2.05L - use simple graphics software to format and embellish pieces of writing, with teacher guidance;
❖BWR3.03L - use some common verb forms;
❖BWR3.04L - use common punctuation in simple sentences, with some consistency.

Strand: Social and Cultural Competence

Overall Expectations

BSCV.05L - identify some personal goals and use a variety of strategies to pursue them.

Specific Expectations

❖BSC3.01L - identify some key personal and educational goals.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- At the start of this activity, invite a guest in to share with the class personal memories and memorabilia.
- The read aloud book, *Me and Mr. Mah*, from Unit 3, Activity 5, is a touching story about personal memories that spans generations and cultures. Locate a copy of it.
- Make multiple copies of Appendices F, G and H.
- Inform students that creating time capsules is a time-honoured activity. Locate information about time capsules either on the Internet or in the school's Resource Centre as classroom examples.
- Bring in sample time capsule containers, such as a shoebox, a coffee can, a cola bottle, a cereal box, a plastic container with a lid, etc.
- Enlist the support of the teacher-librarian and the art teacher as resources.
- Make sure that students bring all of the notes from this unit to every class because they will be selecting from previous work.
- Book time in the computer lab.
- Locate Jim Croce's song, *Time in a Bottle*. Make a cloze exercise. Include a word bank of the missing vocabulary.
- Invite a member of the administrative team to witness the sealing of the time capsule.
- Negotiate with students the date for the opening of the time capsule.
- Be sensitive to the reactions of your students while they are completing the activity, since some will have had very painful past experiences.

Materials Needed

- The read aloud book, *Me and Mr. Mah*.
- The song *Time in a Bottle* and multiple copies of the teacher-created worksheets
- Sample time capsule containers (shoeboxes, coffee cans, etc.)
- Computers with word processors and simple graphics programs
- Art supplies such as coloured pencils, pens, construction paper, scissors, rulers, glue, markers, chart paper, etc.
- A supply of consumable visuals such as magazines, clip art, pictures, calendars, catalogues, etc.
- Multiple copies of: Stages of Editing Worksheet, the Time Capsule Assignment and Rubric (Appendices F, G, and H)

Prior Knowledge

- Follows simple oral presentations
- Writes simple sentences

Teaching/Learning Strategies

1. Have a guest share with the students memories and memorabilia that have personal significance. Review or read aloud "*Me and Mr. Mah*." Start a discussion about important events or times in students' lives. Refer back to the book and the timelines in the previous activities for examples of meaningful life events. Brainstorm ways, both concrete and abstract, that one remembers these events: photos, ticket stubs, jewellery, sounds, songs, fragrances, tastes, etc. Write the lists on chart paper. Post for future reference. Some students may volunteer to explain which items they have brought with them to Canada or which items they wish they had brought with them.
2. Ask the class if anyone knows what a time capsule is. Record the responses on the board. Ask students why time capsules are created. Record these responses. Show examples of time capsules. Encourage students to understand that time capsules reflect the present with an eye to future hopes and aspirations. If your school has a time capsule, discuss with students the location and contents of the capsule.

3. Introduce the Time Capsule assignment (see Appendices G and H). Give students ample time in class to work on the assignment. Teach/review the writing process and the editing process (Appendix F). Build in time for teacher conferences and revision of writing. Provide time in the computer lab for students to use simple word processing and graphics programs to record and enhance their time capsule entries. Students share their personal time capsules with the class.
4. Play the song *Time in a Bottle*. Ask students to recall one detail from the song. Record these on the board. Discuss the emotions and feelings expressed in the song. Write these on the board. Distribute the cloze exercise. Replay the song and have students complete the cloze exercise.
5. As a final reflective activity, students write about their present feelings and hopes for the future. Students include this final piece of writing in their time capsule.
6. Negotiate with students when the time capsule will be opened. They seal the capsule. Celebrate the closure of the time capsule with an "official ceremony." Invite a member of the administration, the teacher-librarian, guidance counsellor, and any other school personnel who assisted with the project.

Assessment/Evaluation Techniques

- Time Capsule Assignment (Summative; BREV.04L; BWR2.02L, BWR2.03L, BWR3.03L, BWR3.04L; BSC3.01L)

Accommodations

- Students present their time capsules individually to the teacher.
- Assist students with the computer as necessary.

Resources

Books

Spalding, Andrea. *Me and Mr. Mah*. Victoria: Orca Press. 1999. ISBN 1-55143-168-8

Web sites

www.ourmillennium.ca
This web site outlines a variety of projects that have been proposed and completed to celebrate the millennium. It provides students with creative and concrete examples for the contents of their time capsules.

Appendix A

Notebook Checklist

Name: **Date:**

Table of Contents is complete and up-to-date	☐
All pages listed in the Table of Contents are in the notebook	☐
Only ELDB work is in the notebook	☐
All pages are titled and titles are underlined	☐
All pages are dated correctly	☐
All pages are numbered	☐
All pages are complete	☐
All work is neatly handwritten	☐

ELDB Notebook Table of Contents

Date	Title	Page	Student's signature

Appendix B

Collage Poster and Presentation

Name: **Date:**

Part 1: Collage

You will be making a collage poster that will illustrate your dreams for the future. You may select pictures from a variety of sources, for example, magazines, flyers, ads, etc. If you wish, you may draw your own pictures.

1. Consider these categories when you are choosing your pictures:

Your dream job	Your family	Your friends
Your leisure activities	Your education	Add in your own categories.

2. You need to have illustrations for a minimum of four categories.

3. Be creative in your collage. Make it colourful and visually appealing. It must be organized. That means it must be neat, and all the pictures must relate to a category. You may include some words in your collage.

Part 2: Presentation

4. You will be presenting your collage to the class. Be prepared to talk about each of the images you have chosen and to explain how each relates to your dream.

5. Look at Appendix C: Rubric for Assessing the Collage Poster to check that you understand how your collage will be assessed.

6. The due date for this assignment is ______________________________.

Do you understand the Collage Poster Assignment?

Fill in the blanks:

There are two parts to this assignment. The first involves making a ________________________.
The second part of the assignment involves doing a ________________________.
The collage must have at least __________ different pictures.
The collage must explain at least __________ different categories.
Four words to describe a good collage are: ______________________,
______________________, ______________________, and ______________________.

After you have finished your collage poster, use this checklist to make sure that you have completed all the necessary requirements of the assignment:

- ☐ There are at least four different pictures in the collage poster.
- ☐ There are at least four different categories illustrated in the collage.
- ☐ The collage is colourful.
- ☐ The collage is appealing.
- ☐ The collage is neat.
- ☐ The collage is organized.
- ☐ All pictures relate to my dreams.

Appendix C

Rubric for Assessing Collage and Presentation

Name: **Date:**

Categories	**Level 1 (50-59%)**	**Level 2 (60-69%)**	**Level 3 (70-79%)**	**Level 4 (80-100%)**
Knowledge/Understanding				
The pictures relate to the student's dreams (BREV.04L)	- limited relationship between pictures and dreams	- some relationship between pictures and dreams	- considerable relationship between pictures and dreams	- thorough relationship between pictures and dreams
Thinking/Inquiry				
Uses a variety of pictures (BOR3.03L)	- limited variety of pictures	- some variety of pictures	- considerable variety of pictures	- thorough variety of pictures
Pictures show dreams in a variety of categories (BOR3.03L)	- limited number of categories represented	- some categories represented	- considerable number of categories represented	- thorough number of categories represented
Communication				
Collage is organized and neat (BORV.03L)	- limited organization and neatness	- some organization and neatness	- considerable organization and neatness	- thoroughly organized and neat
Application				
Clearly explains the relationship between the chosen image and the dream (BORV.03L)	- limited explanation of relationship between image and dream	- some explanation of relationship between image and dream	- considerable explanation of relationship between image and dream	- thorough explanation of relationship between image and dream

Note: Students whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher Comments:

Student Comments:

Appendix D
Do you Have the Time? A History

Name: **Date:**

Throughout history, people have told time in many ways. Prehistoric humans watched the sun move across the sky and they also measured the shadows. As well, they noted the changes in the seasons.

Four thousand years ago, the Sumerians invented sundials to measure time. Calendars were developed using the moon to measure monthly cycles.

Egyptians were the first people to use a calendar that had 365 days. Ancient Egyptians used hourglasses and water clocks to measure time. Do you have an hourglass in your house? Nowadays, people use egg timers, which are a kind of hourglass. This is how they work: Water or sand drips from a hole at the bottom of one container into another container. People know how long it takes one container to empty.

One thousand years ago candles were used to measure time. People marked sections of a candle and knew how long each section took to burn.

Eight hundred years ago mechanical clocks were invented. They were made of chains and weights. These clocks had no hands. Instead, bells rang to tell the hour. These clocks were built into towers, so that the community would know the time.

Four hundred years ago clocks changed again. Spring powered clocks were created that were much smaller.

Three hundred years ago, pendulum clocks were invented. Have you ever heard of Grandfather or Grandmother clocks? They are pendulum clocks. Pendulum clocks were the first clocks to be accurate. These clocks are still being built and used today.

In the last century, the 20th century, many different kinds of clocks were invented, for example, quartz, digital, and atomic clocks.

Clocks come in different sizes and shapes. You can find clocks in many appliances, pieces of furniture and electronic equipment such as televisions, radios, computers, VCRs, microwaves and stoves. Clocks used to be very expensive. Now almost everyone owns several clocks and watches. People like clocks and watches because they look attractive and are very useful.

Directions:
Put the information from the paragraphs onto the timeline below. Include the kind of clock that was invented and when it was invented.

_____I_____________I_____________I_____________I_____________I_____________I____

(Adapted from *Your News*, Feb. 1999.)

Appendix E

Tracking Course Selections

Name: **Date:**

Minimum 30 credits to earn an Ontario Secondary School Diploma

PART A: Compulsory Subjects

	Year 1	Year 2	Year 3	Year 4
1	Eng/ELD/ESL	Eng/ELD/ESL	Eng/ELD/ESL	English
2	Math	Math	Math	
3	Science	Science		
4	Canadian Geography	Canadian History		
5	French	Civics/Career Studies		
6	Arts			
7	Phys. Ed. And Health			
8	Business or Technology			
	CREDIT TOTAL: ___	CREDIT TOTAL: ___	CREDIT TOTAL: ___	CREDIT TOTAL: ___

Choose one:

☐ an additional English OR
☐ a third language OR
☐ a Social Science and Humanities OR
☐ a Canadian or World Studies

and Choose one:

☐ a Business Studies OR
☐ an additional Physical Education and Health OR
☐ an additional Arts

and Choose one:

☐ Grade 11 or 12 Science OR
☐ Technological Education

PART B: Elective Subjects

Choose 12 electives

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

Appendix F

Stages of Editing

Name: **Date:**

Different pieces of writing have different purposes. Writing that is to be published must be error free. When you check for errors, you need to check your writing **6 different** times. Each time you check your writing, check for a **different kind of error**. Whenever you change your work, you should improve it. If the change does not improve your work, then there is no need for a change.

When you check your work, what do you check for?
Here are the steps to edit your work.

1. The **first time** you read your work, check **sentence punctuation** only.
    a. Check for sentence punctuation by reading your work out loud. Make sure that you have a full stop/period at the end of each sentence. You will know that you have come to the end of a sentence when your voice drops.

    b. Also, make sure that your voice drops wherever you see a full stop/period. If your voice does not drop, then think about whether that is really the end of the sentence.

    c. Don't put any full stops/periods between words unless you mean for that to be the end of a sentence.

2. The **second time** you read your work, check **ideas** only.
    a. Check ideas by asking yourself these questions:
        i. Does this writing make sense?
        ii. Is this what I said I would write about?

    b. If you need to make any changes, you can:
        i. add words, sentences, or paragraphs;
        ii. delete words, sentences, or paragraphs;
        iii. move words, sentences, or paragraphs.

3. The **third time** you read your writing, check **verbs** only. Check for the following:
    a. verb tense;

    b. verb agreement. (This means that plural verbs go with plural subjects and singular verbs go with singular subjects.)

4. The **fourth time** you read your writing, check **best words** only. Make sure that you use the new vocabulary you have learned or you can use a thesaurus, which is a kind of dictionary.

Appendix F (Continued)

5. The **fifth time** you read your writing, check **m**echanics only. Your teacher will help you with this. Some examples of mechanics are quotation marks, commas, and apostrophes.

6. The **sixth time** you read your writing, check **s**pelling only. If you are not sure about the spelling of a word, use a dictionary, ask your teacher, ask your friend, or use the spell check in your computer. If you are going to use a spell check in your computer, make sure that the spelling is Canadian. Many spell checkers use American spelling.

Do you understand how to edit writing?

Fill in the blanks:

When you check for errors, you need to check your writing __________ bdifferent times. Each

time you check your writing, check for a ____________ kind of error.

Check for the following:
1.
2.
3.
4.
5.
6.
Here is a fast way to remember the six steps:

SIVBMS= SCHOOL IS VERY BIG. THERE ARE MANY STUDENTS.
Make a sentence of your own with words that start with the letters SIVBMS:

____

Appendix G

Time Capsule Assignment

Name: **Date:**

You will be making a time capsule that will contain reminders of significant events from your past and hopes for your future.

1. You must include:
    - a statement of your personal and educational goals;
    - your personal time line;
    - one of the graphs that show how you typically spend a day or week;
    - your five year or ten year plan;
    - at least four excerpts from your reflection journal; and
    - the final writing assignment on your present feelings and hopes for the future.

2. In addition, select a minimum of five of the following:
    - photos, pictures, mementoes, ticket stubs, newspaper articles, songs, and tapes of sounds or any other items that help to explain who you are, what you are doing now and what your personal and career plans are.

    Explain, in a short paragraph, why each is significant to you.

3. Make up a Contents page that lists the items in your time capsule.

4. Select a time capsule container that will hold all of the items listed above.

5. Decorate your time capsule and make it colourful and visually appealing. Label it clearly with the following information:
    - Your name;
    - Your school;
    - The date the time capsule is sealed;
    - The date the time capsule will be opened.

6. Include the first drafts of the writing assignments (these will not go into the time capsule, but they will show that the editing process has been followed).

7. Look at the **Rubric for Assessing the Time Capsule Assignment** to check that you understand how your time capsule will be assessed.

8. The due date for the assignment is ______________________________________.

Appendix G (Continued)

Do you understand the Time Capsule Assignment?
Fill in the blanks:
There are 6 parts to this assignment.

The **first part** of the assignment must include:
1.
2.
3.
4.
5.
6

The **second part** of the assignment involves selecting and including _____ items that explain

____________________________________, ______________________________

____, and __________________

____.

You must also write a short paragraph to explain _____________________________

____.

The **third part** of the assignment involves making a _____________________________.

The **fourth part** of the assignment involves choosing a _____________________________ container.

For the **fifth part** of the assignment, you must __________________ and label the time capsule with

the following information: ____________________________________,

____________________________________,

____________________________________,

____________________________________.

For the **sixth part** of the assignment must include all ___________________________________.

Appendix G (Continued)

After you have finished the time capsule assignment, use this checklist to make sure that you have completed all the necessary requirements:

- ☐ There are at least nine different pages in the time capsule.
- ☐ There are at least five different items in the time capsule.
- ☐ You have written a short paragraph explaining the significance of each of your items.
- ☐ You have a Contents page for your time capsule.
- ☐ Your time capsule is decorated in a colourful and visually appealing manner.
- ☐ The time capsule is labelled with your name.
- ☐ The time capsule is labelled with your school.
- ☐ The time capsule is labelled with the date sealed.
- ☐ The time capsule is labelled with the date to be opened.
- ☐ The first drafts of the writing assignments are included.

Appendix H

Rubric For Assessing The Time Capsule Assignment

Name: **Date:**

Categories	**Level 1 (50-59%)**	**Level 2 (60-69%)**	**Level 3 (70-79%)**	**Level 4 (80-100%)**
Knowledge/Understanding				
Composes first drafts of writing assignments (BWR2.02L)	- limited proficiency in composing first drafts	- some proficiency in composing first drafts	- considerable proficiency in composing first drafts	- thorough proficiency in composing first drafts
Thinking/Inquiry				
Includes required pages and items BREV.04L)	- alimited number of required pages and items are included	- some of the required pages and items are included	- a considerable number of the required pages and items are included	- all the required pages and items are included
Communication				
Uses correct verb tenses (BWR3.03L)	- limited proficiency in using correct verb tenses	- some proficiency in using correct verb tenses	- considerable proficiency in using correct tenses	- thorough proficiency in using correct verb tenses
Uses correct punctuation (BWR3.04L)	- limited proficiency in using correct punctuation	- some proficiency in using correct punctuation	- considerable proficiency in using correct punctuation	- thorough proficiency in using correct punctuation
Application				
Clearly explains the relationship between chosen items and personal and career plans (BSC3.01L)	- limited explanation of the relationship between chosen items and personal and career plans	- some explanation of the relationship between chosen items and personal and career plans	- considerable explanation of the relationship between chosen items and personal and career plans	- thorough explanation of the relationship between chosen items and personal and career plans
Edits writing (BWR2.03L)	- limited proficiency in editing	- some proficiency in editing	- considerable proficiency in editing	- thorough proficiency in editing

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher Comments:

Student Comments:

Unit 5: Class Newspaper

Time: 25 hours

Unit Description

Students examine a newspaper's structure and common language elements such as the short phrases of headlines and basic newspaper vocabulary. The newspaper is used as a vehicle for developing reading fluency and for becoming better informed about community, national, and global issues. Students apply the stages of the writing process as they develop accuracy in written communication through writing short newspaper items. The culminating activity is the design and publication of a class newspaper using simple word processing and graphics software.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication
Overall Expectations: BORV.01L, BORV.03L.
Specific Expectations: BOR1.01L, BOR1.02L, BOR1.03L; BOR3.02L, BOR3.03L.
Strand: Reading
Overall Expectations: BREV.01L, BREV.02L, BREV.03L, BREV.04L.
Specific Expectations: BRE1.01L, BRE1.02L, BRE1.03L, BRE1.04L, BRE1.05L, BRE1.06L; BRE2.01L, BRE2.02L, BRE2.03L; BRE3.01L, BRE3.02L, BRE3.03L, BRE3.04L; BRE4.02L, BRE4.03L.
Strand: Writing
Overall Expectations: BWRV.01L, BWRV.02L, BWRV.03L.
Specific Expectations: BWR1.01L, BWR1.02L, BWR1.03L, BWR1.04L, BWR1.05L; BWR2.01L, BWR2.02L, BWR2.03L, BWR2.04L, BWR2.05L; BWR3.01L, BWR3.03L, BWR3.04L.
Strand: Social and Cultural Competence
Overall Expectations: BSCV.01L, BSCV.03L, BSCV.04L.
Specific Expectations: BSC1.04L; BSC2.01L, BSC2.05L.

Activity Titles (Time + Sequence)

Activity 1	Check It Out.	120 minutes
Activity 2	Extra! Extra! Read All About It!	210 minutes
Activity 3	Seek and Find	150 minutes
Activity 4	Travel and Weather	240 minutes
Activity 5	Sports	180 minutes
Activity 6	Lifestyle	180 minutes
Activity 7	Hot Off the Press: Creating a Class Newspaper	420 minutes

Unit Planning Notes

- The ability to read the newspaper for information and enjoyment is a foundational literacy skill that will empower students for life. The unit helps to link students to the world beyond the classroom since the newspaper is a significant means of increasing local, national, and global awareness. Take the opportunities to build in contextual general knowledge. The unit incorporates several reading strategies. One key reading strategy is known as the five WH questions and How. This method directs the student to find the key information in an article by asking the following questions: *Who or What is it about?, Where and when does it happen?, Why and how?* This technique improves students' reading comprehension and organization of information in written work and oral presentations. A second reading strategy incorporated in the unit is think alouds. In this technique the teacher models out loud the thinking process necessary to successfully complete a task. A KWL technique is also used as a pre- and post-reading strategy (K= What I know, W= What I want to know, L= What I have learned or still need to learn). As a pre-reading strategy (K&W) students activate prior knowledge by compiling a list of what they know about the topic and questions they have about the topic. As a post reading (L) students compile the information they have learned from the selected reading. These and other helpful reading strategies can be found in several of the resources listed for this unit.
- Arrange for a subscription to a local newspaper for the duration or part of the unit, enough copies for each student or pairs since the newspaper will be used as a basic reading text. Some newspaper companies offer classroom guidebooks and kits.
- Collect samples of: newspaper articles, classified ads, weather forecasts and weather-related stories, articles about Canadian sports figures, and letters from the advice column to be used throughout the unit. These will be necessary in the event that a class subscription is not possible. These files also allow the teacher to screen the items to ensure that they are appropriate for use in the lessons.
- Several activities in this unit begin with a "Search for..." game. These are important warm up activities designed to familiarize students with the content and format of a newspaper and to teach certain text features. Due to the current nature of the task, these "search for" activities will need to be created by the teacher. It may be simpler to create the "Search for..." activities from the previous day's newspaper.
- Create a newspaper bulletin board using newsprint as the backdrop. Students are directed to maintain the bulletin board throughout the unit, adding local, national, and global current events as well as items and pictures from all sections of the newspaper. Weather forecasts are also maintained. It may be useful to include a world map, a map of Canada and a map of Ontario or a local map to point out the location of the events. Use oversized titles to highlight the sections of the paper so that the items will be placed in the appropriate areas for display. The five WH questions and How could also be posted as a reminder throughout the unit of what to look for when reading an article. This visual aid will reinforce the information taught throughout the unit.
- Where applicable, ask students to bring in copies of their local ethnic newspapers. Headlines can be translated. This helps to foster an appreciation of literacy in all cultures.
- Start a newspaper picture file to be used for several activities, such as, when students are asked to match captions with pictures and when students write their own stories. The pictures can also be displayed on the bulletin board to highlight important events. Pictures from the sports section are also popular with students. Display pictures of some of the lesser known sports as well as the sports with higher coverage. Pictures of sporting events such as the World Cup and the Olympics are a good way to promote a variety of sports and Canadian athletes.
- Keep in mind that all newspapers contain articles and photographs that may be disturbing for any given student. Point out that headlines are designed to evoke a reaction. News about disasters or civil unrest, for example, may trigger unpleasant memories. The newspaper story, Appendix A: Gone With The Wind and Water, may need to be debriefed. Be sensitive to students' responses.

- Students keep a portfolio throughout the unit and present it both orally and in written form in a teacher-student conference. This allows students to demonstrate their knowledge of common elements of a newspaper and practise using formal language. The portfolio will be a major part of the unit's summative evaluation.
- To create portfolios, obtain file folders, two per student, so that students can make stapled inner pockets. Portfolios can be decorated with newspaper headlines, pictures and vocabulary from local and ethnic newspapers. Remind students that their best pieces will also be collected for possible publication in the class newspaper. Use Appendix N: Portfolio Checklist to help clarify what is to be evaluated in the portfolio, and help students keep track of assignments for the major evaluation at the end of the unit.
- In preparation for collecting and sorting submissions for class newspaper, have clearly labelled file folders of each of the newspaper sections. Students are directed to submit their best pieces in the appropriate folders. Students are divided into groups to work as editorial teams for each section. Each team will be responsible for choosing the articles to be published and designing the layout for their assigned section. Inform students that the teacher will have overall editorial control. It is important to ensure that all students have at least one piece of work published.
- Since this is the final unit in ELDBO, students are already be familiar with using the writing process. Arrange for a class visit to a local newspaper or for a visit from a reporter or editor to occur at some point during the unit if possible.

Prior Knowledge Required

- knows alphabetical order to sort lists by initial letter
- can retell a story
- designs advertisements
- sequences events
- reads own or class generated stories
- follows oral instructions
- has knowledge of some basic facts of Canadian geography
- can report on community events
- works co-operatively with a partner on shared classroom tasks

Teaching/Learning Strategies

- brainstorm, bulletin boards displays, cloze, copying, directed reading, excursions, graphic organizers, guest speakers, guided writing, Internet searches, jigsaw, journals, key word lists, mock interviews, paired reading, small group work, think-pair-share, vocabulary logs

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Diagnostic Formative	Reconstruct Front Page T-chart Completion	Knowledge/Understanding Thinking/Inquiry
Activity 2	Diagnostic Summative Formative Summative	WH Graphic Organizer Quiz Grammar Sentences News Event Checklist	Thinking/Inquiry Knowledge/Understanding Communication Thinking/Application/ Knowledge/Communication
Activity 3	Summative Summative	Search for an Ad Worksheet/Rubric Classified Ad	Knowledge/Thinking/ Communication/Application Knowledge/Thinking/ Communication/Application
Activity 4	Summative Summative	Travel Ad Rubric Travel Presentation Rubric	Knowledge/Thinking and Inquiry Communication/Application
Activity 5	Summative	Quiz	Knowledge/Understanding
Activity 6	Summative Summative	Quiz Checklist for Advice Letter	Knowledge/Understand Thinking/Communication
Activity 7	Summative Summative	Rubric for Portfolio Rubric for Group Contribution to Class Newspaper	Knowledge and Understanding/ Thinking and Inquiry/ Communication/Application Knowledge and Understanding/ Thinking and Inquiry/Comunication/ Application

Resources

Texts

Adler, David A. *A Picture Book of Jesse Owens*. Holiday House, New York, 1993.
ISBN 0-8234-1066-8
A simple biography of the noted black track star who competed in the 1936 Berlin Olympics.

Adler, David A. *A Picture Book of Rosa Parks*. Holiday House, New York, 1993.
ISBN 0-8234-1177-X
A biography of the Alabama black woman whose refusal to give up her seat on a bus helped establish civil rights.

Bates, Susan. *Amazing! Canadian Newspaper Stories*. Scarborough. Prentice Hall. 1991
An indispensable companion to a newspaper unit, complete with authentic news articles from across Canada, and map work to support social and cultural competence expectations, plus pre- and post-reading activities.

Berish L. and Thibaudeau S. *Canadian Concepts*. Scarborough: Prentice Hall, 1992.
ISBN 0-13-117052-X

French, R. *Out of the Past Into the Future*. Dartmouth: Pride Communications, 1994.
ISBN 0 9698350 0 0
This text highlights the roles and contributions made by Black Canadians over many years. The athletes highlighted include Harry Jerome, George Dixon and Sam Langord.

Heide, F.P. and J.H Gilliland. *Sami and the Time of the Troubles*. New York: Clarion Books. 1992.
ISBN 0-395-72085-0
Set in Lebanon, this is a poignant story of a young boy's attempt to make sense of war and peace and to make a difference in his world. Listed also as a picture book resource in ELDAO, it is also great for independent readers in ELDBO.

Kaskens, A. *A Beginning Look at Canada*. Toronto: Prentice Hall Allyn and Bacon, 1998.

Koechlin, C. and S. Zwaan. *Information Power Pack*. Pembroke Publishers Limited, 1997.
ISBN 1-55138-086-2

Lucas, Eileen. Carolrhoda Books, Inc. Minneapolis, 1997. ISBN 1-57505-227X

McCarthy, Tara. *Persuasive Writing*. Scholastic Inc. Professional Books, New York.
ISBN 0-590-20934-5

Merritt, S. *Her Story Vol. 3: Women From Canada's Past*. St. Catherines: Vanwell, 1999.
ISBN 155-125037-3
It has a great story of Bobbie (Fanny) Rosenfeld, an Canadian Olympic Gold and Silver medalist in the 1928 Olympic games. It was the first time that women competed in the Olympics.

Molinsky, S. and B. Bliss. *Side by Side, Secondary School Edition*. Toronto: Prentice Hall, 1997.

O'Malley, J. and Valdez L. Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley, 1997.

Reading in North York Schools: A Guideline for Teachers. Curriculum and Instructional Services. The North York Board of Education. 1995.
A curriculum resource binder available through the Toronto District School Board. A comprehensive guide to instructional strategies for reading in multi-lingual classrooms.

Strudwick, L. *Women in Profile Series-Athletes*. Niagara-on-the-Lake: Crabtree, 1999.
ISBN 0-7787-0037-2
Has contemporary Canadian sports figures like Myriam Bedard and Silken Lauman.

Tarasoff, M. *Reading Instruction That Makes Sense*. Peguis Publishers, 1995.
The author has compiled a broad, easy-to-read overview of current strategies and provided valuable information on their use.

The Toronto Star in the ESL Classroom - Part One & Part 2. The Toronto Star Classroom Connection. 1999.
Has lots of short, easy-to-implement activities and worksheets which can be duplicated by teachers for classroom use. Can be ordered by calling The Toronto Star Classroom Connection (416) 869-4141

Yee, P. *Struggle and Hope. Toronto*: Umbrella Press, 1996. ISBN 1-895642-14-0
A poignant, historical chronicle about Chinese Canadians. The sports section is a great teacher resource for finding examples of diverse Canadian sports figures like the gymnast Lori Fung.

Your News: Canada's Teaching Newspaper.
A newspaper for teenage newcomers to Canada. It can be ordered from You News, Box 563, Station Cote St-Luc, Quebec H4V 2Z2. Tel: 514-487-5797

Zuern, Gunther. *Ontario Reader for ESL And Literacy Learners*: 1998. Toronto: Newcomer Communications, 1998.

Zuern, Gunther. *Ontario Reader for ESL And Literacy Learners*: 1999. Toronto: Newcomer Communications, 1999.
Great source of authentic Canadian and Ontario news events adapted for literacy learners. Stories are graded according to three levels of difficulty, from beginner through to intermediate. There are worksheets and a teachers' guide.

To order, contact Newcomer Communications -e-mail: onreader@interlog.com

Web Sites

www.accuweather.com
www.gov.nf.ca/tourism/
www.LFPress.com/NIE/newspaper
www.Nald.ca
www.TorontoStar.com
www.travelalberta.com
http://canada.GC.CA/canadiana/proind_e.html
http://infocan.gc.ca/facts/index.html
http://www.edenhance.com/national.htm
http://www.agt.net/public/alariv/canada/htm
http://www.lonelyplanet.com.au/dest/nam/can.htm

Videos

*Over Canada: An Aerial Adventure.*1999, 58 minutes, $59.00 orders@magiclantern.ca #1325-31-100

Activity 1: Check it out

Time: 120 minutes

Description

This is an exploratory activity designed to introduce the newspaper as a literacy medium. Through games and worksheets students learn the names and functions of the different parts of a newspaper. They are able to locate and use specific information found in a newspaper and complete a graphic organizer demonstrating knowledge of the components of a newspaper. The language focus is on vocabulary development.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

BORV.03L - create and analyse simple media works;

Specific Expectations

❖BOR3.02L - identify common elements of newspaper and magazine formats;

Strand: Reading

Overall Expectations

BREV.01L - read and listen to others read a variety of materials;
BREV.02L - use some strategies to build vocabulary;
BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes;
❖BRE4.02L - record key words and information.

Strand: Writing

Overall Expectations

BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance.

Specific Expectations
BWR1.05L - write in a variety of forms.

Strand: Social and Cultural Competence

Overall Expectations
BSCV.01L - communicate information about current local, national, and global issues;
BSCV.02L - demonstrate understanding of and respect for the wide variety of cultures and languages in Canada.

Specific Expectations
BSC1.03L - participate in discussions about personal and social issues related to school and community events;
BSC1.04L - contribute to teacher-led class discussions of important news events;
BSC2.01L - use school and community resources to support classroom learning;
BSC2.05L - participate in directed group work.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Start a collection of front page pictures and captions. Separate the captions from the pictures and store them in envelopes to be used in Teaching/Learning Strategy 5.
- Create a scavenger hunt based on the newspaper students use. Examples of "search for" features can include: Search for the headline about a hockey player, Search for tomorrow's weather forecast.
- Create a bulletin board to highlight information found in the newspaper. It will be maintained and modified throughout the unit. Give the students the responsibility of changing the daily headlines, pictures, and articles related to global, national, and local issues.
- Create a portfolio made from file folders with stapled inner pockets to use as a model for students in Teaching/Learning Strategy 11. Encourage students to decorate their portfolios with interesting headlines or newspaper related vocabulary.
- Make copies of T-charts to use in Teaching/Learning Strategy 4. Examples of T-charts can be found in *Reading Instruction that Makes Sense* as well as *Reading in North York Schools: A Guideline for Teachers.*

Materials Needed

- copies of T-charts
- file folders, staplers, glue, scissors, markers

Prior Knowledge Required

- understands some basic facts about simple printed texts
- follows from left to right and line to line while teacher reads aloud

Teaching/Learning Strategies

1. Brainstorm with the class the names of the sections of the newspaper. Write the responses on the board.
2. Distribute newspapers and have students turn to the Index. Clarify any vocabulary. Write on the board the headings *Sections* and *Information Found.*
3. Ask the students questions such as *Where do you find jobs? Where do you find the weather? Where do you find the hockey scores? Where do you find the movie listings? Where do you find the comics?* etc.
4. Have students complete T-chart with the headings, Sections and Information Found. Use an overhead to model the answers.

5. Distribute envelopes containing pictures and captions. Allow groups some time to try to match pictures with captions.
6. Create a vocabulary log to use throughout the unit. Words to be included from this activity could include headline, caption, banner, index, etc.
7. Have students play the "Search for" game to reinforce the skill of finding specific information in certain sections of a newspaper.
8. Brainstorm and discuss the different jobs involved in the creation of a newspaper. Write the results on chart paper and post in the classroom.
9. Brainstorm the names of different national, local, and ethnic newspapers and write results on chart paper to post in the classroom. Discuss possible reasons for the names. Discuss where ethnic newspapers can be obtained. Discuss how the contents may be similar or different. Instruct students to bring copies of ethnic newspapers to be used throughout the unit.
10. Create an Acrostic Poem for the word NEWSPAPER. An example for N could be National. Make copies to display on bulletin board. Instruct students to place a copy of their Acrostic poem in their portfolio for possible use in the final activity of the unit.
11. Show students a model of a file folder portfolio. Explain how and why a portfolio is used. Demonstrate how to create one. Inform students that they will be keeping this throughout the unit. Distribute materials needed and allow time for construction. Encourage students to decorate their portfolio with vocabulary related to the newspaper and interesting headlines.

Assessment/Evaluation Techniques

- Reconstruction of a front page (diagnostic) BOR3.02L
- T-chart (Formative) BRE4.02L

Accommodations

- Pair students for Acrostic Poem
- Shorten Acrostic Poem from NEWSPAPER to NEWS

Resources

Local, national, and ethnic newspapers

The Toronto Star in the ESL Classroom - Part One & Part 2. The Toronto Star Classroom Connection. 1999.

Activity 2: Extra! Extra! Read All About It

Time: 210 minutes

Description

Students become familiar with the format of newspaper stories through the use of the common reading strategy known as the 5 WH Questions and How. Through guided reading and writing lessons, students are able to use the 5-WH model to summarize a short newspaper story and write one of their own. In the final task, students choose two current news items and present an oral and a written summary. The language focus is reading for key information, editing, and use of the simple present and past tense.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence.

Overall Expectations
BORV.03L - create and analyse simple media works;
BREV.03L - use some key reading strategies, with teacher guidance;
BSCV.01L - communicate information about current, local, national, and global issues.

Specific Expectations
BOR3.02L - identify common elements of newspaper and magazine formats (e.g., columns, headlines, news stories);
BRE1.02L - identify and describe various forms of writing (e.g., poems, newspaper stories, letters)
❖BRE1.04L - read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English (e.g. with controlled vocabulary and sentence structure);
BRE1.06L - respond to personal reading in a variety of ways (e.g., write in reading logs, create posters; write blurbs for book jackets; participate in discussions with teacher and peers);
❖BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes;
BWR2.02L - compose a first draft of a specific form of writing with teacher guidance (e.g., narrative, personal account, explanation);
BWR2.O3L - edit a first draft of a specific form of writing with teacher guidance;
❖BWR3.01L - use some common spelling patterns and rules;
❖BWR3.03L - use some common verb forms (e.g., simple present, simple past);
BSC1.04L - contribute to teacher-led class discussion of important news events.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Add to newspaper bulletin board some current news items and the newspaper phrase, EXTRA! EXTRA! READ ALL ABOUT IT.
- Make copies of the newspaper story, Gone With the Wind and Water, Appendix A.
- Photocopy three class sets of the graphic organizer, Using WH Questions With Newspaper Stories, Appendix B. Students use them to practise making summaries of newspaper stories.
- Make an overhead of Appendix B or duplicate on chart paper to be used in Teaching/Learning Strategies 4 and 8.
- Make copies of Appendix C: Gone With the Wind and Water Quiz
- For Teaching/Learning Strategy 2, select three brief stories -- one local, one national, one global from the newspaper being used with the whole class.
- For Teaching/Learning Strategy 11, select authentic newspaper stories for students to read and summarize, both orally and in writing.
- Using Bristol board, make cutouts of the WH Question words: WHO? WHAT? WHERE? WHEN? WHY? HOW? These cutouts will be used in Teaching/Learning Strategy 14 as visual cues to remind students of the reading stategy being used to comprehend and summarize newspaper stories.
- Make copies of Appendix D: A News Event Checklist to use in Teaching/Learning Strategy 16.

Materials Needed

- class set of daily newspapers, clippings of newspaper pictures, chart paper, Bristol board, scissors, glue, markers, overhead projector, transparencies, copies of Appendices A, B, C, and D

Prior Knowledge Required

- is familiar with key vocabulary related to the newspaper, e.g., headlines, captions, editor
- can locate specific information in different parts of a newspaper

Teaching/Learning Strategies

1. Draw students' attention to the bulletin boards new feature --*EXTRA! EXTRA! READ ALL ABOUT IT!* Explain the meaning of the statement.
2. Do a *Search for...* activity based on the three pre-selected stories in the newspaper being used. Tell students to look in Section ___ for the story about ______ then copy the full headline in their notebooks. Students do so for all three stories. When the search is complete, write the correct headlines on chart paper/board and go over key vocabulary in each headline. Ask: *Which word makes you want to read the article? Why?*
3. Choose one of the articles from the Search for game to focus on. Do a KWL on chart paper or overhead by making three columns under the headings: *Know/Want to Know/Learned*. Below *Know*, record what students already know about the events in the article based on the headline and their prior knowledge. Below *Want to Know*, record questions students have about the article. Read the story with the students; then record, under the *Learned* heading, the new information they have.
4. Display overhead or chart paper version of the *WH Questions* graphic organizer. Show students how the questions they had in the Want to Know section of the KWL chart fit into this format.
5. Explain that most newspaper stories follow this format to give readers answers to questions about *WHO? WHAT? WHERE? WHEN? WHY*? and sometimes HOW. These are called *WH Questions* because they begin with WH, except for HOW. Explain that not every article answers all of the *WH Questions*, but most articles will have information that gives answers to several of these questions. Tell students that a good reading strategy for understanding the main ideas in a newspaper article is to ask and try to answer these *WH Questions*. Point out that all good readers do this automatically in their heads before and while they are reading.
6. Give students copies of Appendix A: Gone With the Wind and Water, and ask them to keep the *WH Questions* in mind as they read the news story.
7. After students have read the story, hand out copies of Appendix B: Using WH Questions With Newspaper Stories. On the overhead/chart paper, model how to complete the graphic organizer with key information from the story, using point form notes. Instruct students to copy the information on their sheets.
8. Using the notes from the *WH Questions* graphic organizer, model how to write a summary of the story. Discuss the sequencing as the summary is being written. Have students suggest another headline for the story.
9. Students complete the comprehension quiz, Appendix C: Gone With the Wind and Water Quiz.
10. Point out that most newspaper stories use the simple past tense to recount events that have happened. Using the news story in Appendix A, have students find and underline all the past tense verbs. Ask, *Why are they mostly in the middle paragraphs*? Point out that the first and last paragraphs happen in the present. The middle paragraphs tell the story of the hurricane that took place in 1961. Select 5 sentences for students to change from the past to the present tense. e.g. *There were radio reports about a tropical storm. A few days later she returned with her husband.* Discuss how the change in tense changes the meaning of the story, how it gives the sense of a reporter being on the spot, covering the news then and there.
11. Using a think aloud strategy, model a review of the steps for using WH Questions to read and write about a newspaper story. Say: *First I look at the headline and think about getting answers to questions such as: Who or what is the story about? Where does it happen? When a long time ago or now? Who? How? Then I read the article to get answers and any other interesting details. Next I write down the main ideas under the who, what, where, when, why and how headings. Finally I use the main ideas to write a summary of the news story.*

12. Assign reading of a pre-selected story from the newspaper being used with the class or from one of the suggested sources of newspaper stories. Using a fresh copy of the graphic organizer, have students find and record key information of the story as modelled before. Students complete the graphic organizer.
13. Tell students they are all going to practise being journalists and that they will be writing their own stories to use in the class newspaper. Review/teach the words *journalist* and *reporter*, connecting them to the words *journal* and *report*. Let them add journalist/reporter to their newspaper vocabulary log begun in Activity 1. Give students a news scenario, e.g., *You witnessed a major traffic accident on the way to school. Television and newspaper crews were there. The next day it was reported in the newspaper. What information would you expect the journalist to cover in the article so that readers would be interested in reading the article and be informed about the accident? What might be a possible headline? Who might the reporter interview to get certain details or more information before writing the story?* Have students work in groups to write a news story based on the scenario. Give blank copies of the *WH Questions* graphic organizer for each group to use in planning their stories. Details will be have to be created. Explain to students that a real journalist has to obtain and verify the facts. Go back to the newspaper story model, Gone With the Wind and Water. *What details might have been obtained in an interview? What details might have been obtained from a book, a CD-ROM, the Internet, etc.* Responses might include location of Belize, the exact date of the hurricane, other information about a hurricane if the journalist wished to add more about hurricanes in general. Each group reads its story to the class. Discuss how the stories are similar or different. Copies of stories can be added to the bulletin board. Instruct students to place an edited copy in their portfolios.
14. Have students sign up to present a current event following the WH model. Use the cut outs of the WH questions during presentations.
15. Read to the class the picture book, *Sami and the Time of the Troubles* or another picture book suggested in the resource list. Highlight incidents likely to be covered by news media, e.g., the children's peace march. Discuss the role of a foreign newspaper correspondent. Distribute copies of Appendix D: A News Event Checklist. Review the criteria for assessment so that students are aware of the expectations of the assignment. Have students write a story to cover the peace march. Explain that the story can be written from many different angles, e.g., focussing on one of the children in the march, a parent's concern, etc. See the list of resources for other books that can be used to write newspaper accounts. Remind students to place their finished copy in their portfolio for submission to the class newspaper.

Assessment/Evaluation Techniques

- WH questions graphic organizer completion (Diagnostic) BWR2.02L
- Quiz: Gone with the Wind and Water (Summative) BRE1.04L, BRE3.04L
- Changing sentences from past to present tense (Formative) BWR3.03L
- News Event Checklist (Summative) BWR2.03L, BWR3.01L

Accommodations

- Provide pictures for students to use as story starters
- Pair students in reading activities.
- Select stories from *Ontario Reader* and *Amazing! Canadian Newspaper Stories* for appropriate reading level.

Resources

Bates, Susan. *Amazing! Canadian Newspaper Stories*. Scarborough. Prentice Hall. 1991

Heide, Florence Parry and Judith Heide Gilliland. *Sami and the Time of the Troubles*. New York: Clarion Books. 1992. ISBN 0-395-72085-0

Zuern, Gunther. *Ontario Reader for ESL And Literacy Learners*. Toronto: Newcomer Communications.

Activity 3: Seek and Find

Time: 150 minutes

Description

The Classifieds are an important source of life skills information, and an excellent medium for teaching functional literacy. Students use classified ads to find information that is applicable to their personal needs. In the final task, students search for specific ads that match a given scenario. The language focus is on using newspaper text features to assist comprehension of classified advertisements.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural competence

Overall Expectations

BORV.03L - create and analyse simple media works;
❖BREV.02L - use some strategies to build vocabulary;
❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance;
❖BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance.

Specific Expectations

BOR3.02L - identify common elements of newspaper and magazine formats;
❖BRE1.06L - respond to personal reading in a variety of ways;
❖BWR1.05L - write in a variety of forms;
❖BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;
BSC2.01L - use school and community resources to support classroom learning.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Collect Classified sections of old newspapers for use in Teaching/Learning Strategies 1 and 5.
- Place an assortment of classified ads in separate envelopes, about six per envelope. Have enough envelopes for the class to be divided in groups of three in Teaching/Learning Strategies 1 and 5. Be sure to include ads selling items such as cars, furniture, etc.
- On chart paper or overhead, make a list of the following common abbreviations and vocabulary found in rental and job ads:
  Rental: bsmt, bdrm, rm, incl., + utilities, apt. bach, prkg; Job: f/t, p/t, wk, ph. fax, resume, att
- Teaching/Learning Strategy 5 asks the students to find an ad for their dream jobs. They should be familiar with this from Unit 4, Activity 1.
- Make copies of Appendix F: Search and Match Classified Ads Worksheet to use in Teaching/Learning Strategy 5.
- Be prepared to discuss the use of certain ads found in the Personal category, if students use ads from this section. Point out that some would be inappropriate for this assignment.

Materials Needed

- Several samples of ads clipped from newspapers and placed in envelopes, experience chart paper, overhead, classified sections of old newspapers, glue, scissors, index cards
- Copies of Appendices E and F

Prior Knowledge Required

- finds sections in a newspaper using numerical and alphabetical cues
- is familiar with newspaper terminology

Teaching/Learning Strategies

1. Divide the class into triads. Distribute one teacher-prepared envelope to each group. Students randomly pick two ads from the envelope and take turns telling about their ads. Students record in their vocabulary logs any unfamiliar vocabulary they find in their ads. Debrief the activity by asking each group what their ads advertise. Ask: *Is it something for sale/rent? Is it a job? Is it a service such as babysitting or painting houses?* Record the categories of ads on chart paper grouping them under headings such as: *FOR SALE; FOR RENT; JOB; SERVICE.*
2. Ask for a list of each group's unfamiliar words. Show students the list of common abbreviations found in ads and go over the meanings. Direct students to find examples of abbreviations in their ads.
3. Using the sample ads in Appendix E: Sample Ads from Classifieds, model reading and understanding employment and rental ads by writing the full text of the ad on the board. Review/teach vocabulary, for example the meaning of, *Sheppard/Neilson* as nearest intersection.
4. Have students look at the Classified Index of the newspaper and make predictions about what kinds of ads might be found in each category.
5. Using Appendix F: Search and Match Classified Ad Worksheet, do a scavenger hunt with the classified sections from the collection of old newspapers. Note that the worksheet requires the students to include an ad for their dream job and explain their choices.
6. Point out that there are many adjectives in ads since ads are designed to describe things in ways that appeal to the reader. Tell students that they will have to write their own classified ads. Using the Classified ads in the envelopes from Teaching/Learning strategy 1, have students work in pairs to see how many adjectives they can find. The class compile their findings and students add these words to their vocabulary logs.
7. Students create a classified ad incorporating an item they currently own and want to sell or a service they can offer in the community such as babysitting or snow shovelling. Remind students to include finished ad in their portfolios.

Assessment/Evaluation Techniques

- Rubric for Search and Match a Classified Ad worksheet (summative) BREV.04L, BRE1.06L, BWR2.02L
- Student-written classified Ad (Summative) BWRV.01L

Accommodations

- Enrichment activity: Students create a matching game for ads and their abbreviations using index cards.

Resources

The Toronto Star in the ESL Classroom - Part One & Part 2. The Toronto Star Classroom Connection. 1999.

Activity 4: Travel and Weather

Time: 240 minutes

Description

Students use the travel section of the newspaper to increase their knowledge of Canadian geography. Using the weather reports found in the newspaper and on the Internet students find information and complete graphic organizers. They also read travel and weather related articles. The language focus is on capitalization of proper nouns. Students use the writing process to create and define interview questions on vacation planning. A full page travel ad will be created and presented for use in the class newspaper.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

BORV.03L - create and analyse simple media works.

Specific Expectations

BOR1.01L - use appropriate language to facilitate classroom and group discussions;
❖BOR1.03L - present book talks or projects using visual aids;
❖BOR2.02L - use more formal language appropriately;
❖BOR3.03L - create headlines, posters, talk shows, or interviews related to classroom topics or personal reading.

Strand: Reading

Overall Expectations

BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

BRE4.01L - find information in subject-specific sources;
BRE4.02L - record key words and information.

Strand: Writing

Overall Expectations

BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
BWRV.02L - use some elements of the writing process to plan writing;
BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

BWR1.02L - participate in shared writing activities in small groups;
BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;
BWR2.03L - edit a first draft of a specific form of writing, with teacher guidance;
❖BWR3.01L - use some common spelling patterns and rules;
❖BWR3.02L - capitalize the beginning of sentences and frequently occurring proper nouns;
BWR3.03L - use some common verb forms;
BWR3.04L - use correct punctuation in simple sentences, with some consistency.

Strand: Social and Cultural Competence

Overall Expectations

BSCV.02L - demonstrate understanding of and respect for the wide variety of cultures and languages in Canada;
BSCV.03L - use school and community resources.

Specific Expectations
❖BSC1.02L - identify and discuss some cultures and languages in Canada;
BSC2.01L - use school and community resources to support classroom learning;
❖BSC2.05L - participate in directed group work.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Collect multiple copies of several weather pages from local newspapers
- Make copies of Appendix G: Weather Page Information Worksheet for use in Teaching/Learning Strategy 4.
- Create a cloze exercise based on weather vocabulary covered in class.
- This is a good opportunity to remind students to dress appropriately by keeping in mind the weather conditions.
- Collect samples of weather related disaster stories. Make copies for use in the jigsaw exercise in Teaching/Learning Strategy 7.
- The video *Over Canada: An Aerial Adventure* or similar video will be used to as a prelude to the assignment on Canadian travel destinations. It will build background knowledge to support students' geographical understanding of the Canadian landscape.
- *A Beginning Look At Canada* is a good reference text for reviewing the regions of Canada for use in Teaching/Learning Strategy 10.
- Work with the teacher librarian to assemble materials on travel destinations in Canada to be used in Teaching/Learning Strategy 11. If they choose to go on-line and do an Internet search they can make use of the provincial web sites designed to increase tourism. They may also find travel guide books in their community library. Several of the guide books are also available on-line. The National Parks of Canada also have a web site.
- Arrange time in the library and/or computer lab for students to complete their research.
- Make copies of Appendices H and I for use in Teaching/Learning Strategy 11.
- Create or obtain a list of major Canadian tourist attractions to aid students who have difficulty in their research in Teaching/Learning Strategy 12.
- Write on chart paper and post in the classroom the contents of the portfolio to date for use in Teaching/Learning Strategy 14.

Materials Needed

- samples of the weather page, copies of blank T-charts, copies of disaster stories
- Canadian travel brochures, travel sections of Canadian newspapers, scissors, poster paper, maps of provinces and territories, VCR, the video *Over Canada: An Aerial Adventure*

Prior Knowledge Required

- has ability to recognize symbols
- is familiar with some weather vocabulary
- knows Canadian provinces territories and capital cities

Teaching/Learning Strategies

1. Review/teach common of weather vocabulary such as *snow, rain, flurries, showers, thunderstorms, cloudy*, etc. Distribute copies of the weather page from the local newspaper. Use examples of common symbols used on weather maps to match the vocabulary. Complete a T-chart with the vocabulary on one side and the symbol on the other. Write weather related vocabulary into unit vocabulary logs. Refer to one of the complementary texts such as *Side By Side* and *Canadian Concepts*.

2. Assign partners who will be responsible for filling in the class weather chart that will be maintained throughout the rest of the unit.
3. Review/teach Canadian Provinces, Territories and capital cities.
4. Distribute copies of Appendix G: Weather Page Information Worksheet. Using an overhead of Appendix G, model some examples of possible responses. Have the class work together to complete the chart.
5. Discuss how the weather is different in various locations and why those differences might exist. For example: *Why is it 30 degrees C in Sydney, Australia and -4 in Montreal, Quebec? Why is it raining in Vancouver and sunny in Calgary?*
6. Have the students write a personal response log on what weather they like the best and why. They could also include the type of weather they dislike the most and why.
7. Conduct a class discussion about how weather affects our lives. The discussion could include day to day activities such as whether the gym class will be indoors or outdoors or a weekend picnic as well as larger scale incidents such as the Quebec ice storm, Manitoba floods, or cyclones, tornadoes, or droughts. Organize students into small groups. Using a jigsaw strategy, distribute copies of a weather related disaster story to each group. The groups will then be reorganized so that every student has the opportunity to retell their groups' disaster story.
8. Distribute copies of Appendix G: Weather Page Information Worksheet. Review/teach the rules of using the computer lab and using the Internet. Complete the worksheet again, this time using the Internet to locate the information.
9. Distribute copies of a weather cloze exercise based on the weather vocabulary covered in class.
10. Show the video *Over Canada: An Aerial Adventure.*
11. Review/Teach the five regions in Canada: Atlantic, Central Canada, Prairies Provinces, West Coast, and the North. Inform students that they will be working in groups to create a travel brochure for one of the regions. Assign each group a different region of Canada.
12. Provide pairs of students with copies of the Travel section from newspapers. Allow the students some time to browse. Distribute Canadian travel brochures. Instruct students to create a full page advertisement to promote their region. Distribute copies of Appendix H - Travel Ad Rubric and Appendix I: Travel Presentation Rubric. Review the rubrics with students to ensure that they are familiar with the expectations for the assignment. Have students research their destination by using selected school library resources or by going online. Students present their travel ads to the class and explain why their destination would be a great place to go for a vacation. Display final travel ads on the class bulletin board for a limited time. Later have students place travel ads in their portfolios.
13. After the presentations, have students write a response journal telling which Canadian region they would like to visit on a vacation.
14. Conduct a portfolio review by having students revisit their portfolio to check for incomplete or missing assignments so far in the unit.

Assessment/Evaluation Techniques

- Rubric for Travel Ad (Summative) BOR3.03L, BWR3.01L, BWR3.02L
- Rubric for Travel Ad Presentation (Summative) BOR1.03, BOR2.02L, BSC1.02L, BSC2.05L

Accommodations

- Provide information sheets created by the teacher on tourist destinations in Canada.

Resources

Berish, L. and S. Thibaudeau. *Canadian Concepts.* Scarborough: Prentice Hall, 1992.

Molinsky, S. and B. Bliss. *Side By Side, Secondary School Edition.* Toronto: Prentice Hall, 1997.

Kaskens, A. *A Beginning Look At Canada*. Toronto: Prentice Hall, Allyn and Bacon, 1998.

Weather page from local newspapers

Internet weather sites

Ontario Reader -1998 Watch Out for Frostbite
-1999-Ice Storm

www.gov.nf.ca/tourism/
www.travelalberta.com
http://canada.GC.CA/canadiana/proind_e.html
http://infocan.gc.ca/facts/index.html
http://www.edenhance.com/national.htm
http://www.agt.net/public/alariv/canada/htm
http://www.lonelyplanet.com.au/dest/nam/can.htm

Video

Over Canada: An Aerial Adventure

Activity 5: Sports

Time: 180 minutes

Description

Sports is an integral part of a country's socio-cultural heritage. Teenagers tend to admire sports heroes, and the Sports section of a newspaper is a popular feature. In this activity, students research and write an article featuring a popular Canadian sports figure.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions.

Specific Expectations

BOR1.01L - use appropriate language to facilitate classroom and group discussions.

Strand: Reading

Overall Expectations

BREV.01L - read and listen to others read a variety of materials;
BREV.03L - use some key reading strategies, with teacher guidance;
❖BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

BRE1.01L - read along while listening to stories and other materials being read aloud;
BRE1.06L - respond to personal reading in a variety of ways;
BRE4.02L - record key words and information;
BRE4.03L - use discussion to clarify understanding of information located.

Strand: Writing

Overall Expectations

BWRV.02L - use some elements of the writing process to plan writing;
❖BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

BWR2.01L - participate in structured pre-writing activities;
BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;
BWR2.03L - edit a first draft of a specific form of writing, with teacher guidance;
BWR3.01L - use some common spelling patterns and rules;
BWR3.02L - capitalize the beginning of sentences and frequently occurring proper nouns;
BWR3.03L - use some common verb forms;
BWR3.04L - use correct punctuation in simple sentences, with some consistency.

Strand: Social and Cultural Competence

Overall Expectations

BSCV.02L - demonstrate understanding of and respect for the wide variety of cultures and languages in Canada.

Specific Expectations

BSC1.04L - contribute to teacher-led class discussions of important news events;
BSC2.01L - use school and community resources to support classroom learning.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Promote a wide variety of sports.
- Sports pictures provide some excellent visuals to include on the bulletin board.
- Work with the teacher librarian to select appropriate texts for research on famous Canadian athletes.
- Arrange library time for students to complete their research.
- Make copies of a newspaper review of a sporting event or a sports celebrity to read aloud in Teaching/Learning Strategy 4.
- Make copies of Appendix B: Using WH Questions with a Newspaper Stories to distribute in Teaching/Learning Strategy 7.
- Create a quiz based on the sports article read in class for use in Teaching/Learning Strategy 8.

Materials Needed

- Sports sections, copies of interview, copies of Appendix B, *A Picture Book of Jessie Owens*, copies of teacher-created quiz

Prior Knowledge Required

- is familiar with vocabulary related to sports
- is familiar with interview format

Teaching/Learning Strategies

1. Organize students into small groups. Distribute copies of Sports sections to each group. Allow students a few minutes to browse through them.
2. Ask students to list as many types of sports as they can in their group. On chart paper record the findings of the class. Discuss which sports are popular in Canada versus sports that are popular in their countries of origin. Have students write a response journal on sports in their country.
3. Read aloud *A Picture Book on Jessie Owens* or a selection on a famous Canadian sports figure. On chart paper list possible questions that could be asked in an interview.

4. Inform students that they will be creating a mock interview of a Canadian sports celebrity based on the article read in class. Distribute copies of a newspaper review of a sporting event or a sports celebrity. Read together as a class. Model a written question and answer format on chart paper. Have students work in pairs to create a mock interview of the sports celebrity.
5. As a class brainstorm a list of popular sports figures. Highlight those who that are Canadian or who play on a Canadian team.
6. In pairs students research a famous Canadian sports figure. They write an interview article based on the athlete. Remind each student to add a copy of the interview to their portfolio.
7. Distribute copies of the selected sports article to read with the class. Distribute copies of Appendix B: Using WH Questions With Newspaper Stories. Have students complete the graphic organizer individually. Working with a peer have students check their results for accuracy.
8. Distribute teacher-created quiz based on sports article read in class. Collect for evaluation.

Assessment/Evaluation Techniques

- Teacher created quiz based on sports article read in class (Summative) BREV.04L; BWRV.03L

Accommodations

- Enrichment- Student interviews a school athlete and writes an article for the school paper.

Resources

Adler, David A., *A Picture Book of Jesse Owens*. Holiday House, New York, 1993.
French, R. *Out of the Past Into the Future*. Dartmouth: Pride Communications, 1994.
Merritt, S. *Her Story Vol. 3: Women From Canada's Past*. St. Catherines:Vanwell, 1999.
Strudwick, L. *Women in Profile Series-Athletes*. Niagara-on-the-Lake: Crabtree, 1999.
Yee, P. *Struggle and Hope*. Toronto: Umbrella Press, 1996.

Activity 6: Lifestyle

Time: 240 minutes

Description

Entertainment is an integral part of the adolescent lifestyle. Students use movie listings to develop their ability to locate key information. Entertainment reviews prepare the students to write their own reviews building on their knowledge of the writing process. Students sequence frames and create dialogues for cartoon characters. They have the opportunity to compose clues to create a crossword using words from their vocabulary log. The language focus is on sequencing and the use of synonyms and antonyms.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.01L - participate in discussions about personal experiences and opinions;
BREV.01L - read and listen to others read a variety of materials;
BREV.02L - use some strategies to build vocabulary;
BREV.04L - locate key information in simple print and non-print reference materials, with teacher guidance;
BWRV.02L - use some elements of the writing process to plan writing;
BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

BOR1.01L - use appropriate language to facilitate classroom and group discussions;
BOR1.02L - use common expressions and language patterns for a variety of language functions;
BOR3.03L - create headlines, posters, talk shows, or interviews related to classroom topics or personal reading;
BRE1.01L - read along while listening to stories and other materials being read aloud;
BRE1.02L - identify and describe various forms of writing;
❖BRE2.03L - identify synonyms, antonyms, homophones, and homonyms for familiar words;
BRE4.02L - record key words and information;
BWR1.02L - participate in shared writing activities in small groups;
❖BWR1.05L - write in a variety of forms;
BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;
❖BWR2.03L - edit a first draft of a specific form of writing, with teacher guidance;
BWR3.01L - use some common spelling patterns and rules;
❖BWR3.02L - capitalize the beginning of sentences and frequently occurring proper nouns;
BWR3.03L - use some common verb forms;
❖BWR3.04L - use correct punctuation in simple sentences, with some consistency;
BSC2.01L - use school and community resources to support classroom learning;
BSC2.05L - participate in directed group work.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Work with teachers from the media, music, art, and guidance departments to find appropriate material to use in activities. They will likely have a large selection of reading material that may be at various reading levels or easily adaptable. The music department may have copies of current CD reviews; the media department may have posters of current movies to use to enhance bulletin board display; the guidance department may have teen magazines containing samples of advice letters.
- Collect a selection of Lifestyle and Entertainment sections.
- Select a movie or CD review to read with students in Teaching/Learning Strategy 2.
- Make copies of a T-chart to use in Teaching/Learning Strategy 2. Examples of T-charts can be found in *Reading Instruction that Makes Sense as well as Reading in North York Schools: A Guideline for Teachers.*
- Create and make copies of a quiz based on the synonyms covered in class for use in Teaching/Learning Strategy 2. Examples could be: “hilarious” is the same as “very funny,” “awesome” is the same as “really good.”
- *Persuasive Writing* is an excellent resource for teaching students to state opinions, use supporting facts and examples to strengthen their writing.
- Make copies of Appendix J: Review Worksheet for use in Teaching/Learning Strategy 3.
- Comics carry rich socio-cultural values. Comics are available online as well as in selected texts. Choose comics that are comprehensible to the students in your class. Make overheads and copies of selected comics to use with students in Teaching/Learning Strategy 4.
- Cut comic strips into individual frames and place in envelopes for students to rearrange in order to develop sequencing skills. Use in Teaching/Learning Strategy 4.
- Make an overhead of an advice letter found in a newspaper to use in Teaching/Learning Strategy 5. Students will be required to make a criteria checklist for their own advice letters. The checklist will be used for assessing the letter.

Materials Needed

- Chart paper, scissors, tape, glue, recipes, envelopes, copies of comics, copies of entertainment reviews, copies of synonym quiz, copies of Appendix J, copies of T-charts

Prior Knowledge Required

- is familiar with sequencing
- is familiar with letter writing format

Teaching/Learning Strategies

1. Brainstorm types of movies/music/television shows. List responses on chart paper. Terms may include *action, comedy, horror, science fiction, romance, documentary, rock, reggae, hip hop, R&B, gospel, sitcoms, soap operas,* etc. Clarify vocabulary. Have students add words to their vocabulary logs.
2. Review/teach adjectives and adverbs. Distribute and read copies of a review of a recent movie or CD. Discuss why a reviewer/critic would use a lot of description. Put a copy of the review on the overhead and highlight the adjectives/adverbs the students find. On a T-chart create a list of adjectives/adverbs found and synonyms for each. Next day distribute copies of the teacher created synonym quiz and collect results for assessment. Reread the review. Discuss the kind of information given in a review.
3. Distribute copies of Appendix J: Review Worksheet and clarify assignment expectations. Allow students time to write their own review of a movie/video/television show they have seen. Remind students that this will be added to their portfolio for possible inclusion in the class paper.
4. Put a cartoon on an overhead. Discuss the following: *Why is it considered funny? What message is it giving? What is the target audience? Would it be considered funny in your home country?* Point out that the comic strip is made up of frames. Model how the story changes if the frames are rearranged. Distribute envelopes containing cut up comic strips. Have students work with a partner to reconstruct the comic strips. Allow students time to create their own dialogues for the comic strips. Have students share their results. Place completed work in their portfolio.
5. Read aloud an advice letter from a paper. Have the letter on an overhead so that the class can read along. Highlight the interesting names given to allow the true identity of the writer to remain hidden. Discuss why someone would choose to write such a letter to a newspaper. Brainstorm possible topics that people would want to write about such as *How to study for an exam, What to do when someone is bullying you*, etc. Write class responses on the board. Review/teach the proper format to use when writing a letter. Brainstorm the components of an advice letter and develop with students a checklist to use when they write their own advice letter. Allow students time to write a letter asking for advice. Students exchange their letters with a partner who will then create a response. Include final work in their portfolios.

Assessment/Evaluation Techniques

- Quiz on synonyms (Formative) BRE2.03L
- Using the checklist developed in Teaching/Learning Strategy 5, evaluate student's advice letters (Summative) BWR1.05L, BWR2.03L, BWR3.02L, BWR3.04L

Accommodations

- Students who have not been to a movie could work with a partner who has, or they could review a television show.
- Provide a dialogue. Students match the dialogue to the frames.

Resources

The Toronto Star in the ESL Classroom - Part One & Part Two. The Toronto Star Classroom Connection. 1999.

McCarthy, Tara. *Persuasive Writing*, Toronto, Scholastic Professional Books, 1998.

Activity 7: Hot Off the Press: Creating a Class Newspaper

Time: 420 minutes

Description

In this culminating activity, students create a class newspaper. They work in editorial teams to create their assigned sections of the newspaper. Students enhance their sections by using simple word processing and graphics. A teacher-student conference in which students present their portfolios allows students to demonstrate knowledge gained throughout the unit.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication

Overall Expectations

❖BORV.03L - create and analyse simple media works.

Specific Expectations

BOR1.03L - present book talks or projects using visual aids;
❖BOR3.02L - identify common elements of newspaper and magazine formats;
❖BOR3.03L - create headlines, posters, talk shows, or interviews related to classroom topics or personal reading.

Strand: Reading

Overall Expectations

❖BREV.02L - use some strategies to build vocabulary.

Specific Expectations

BRE1.02L - identify and describe various forms of writing;
BRE2.01L - use thematic word lists and knowledge of word families to build vocabulary;
BRE3.03L - decipher simple texts, using rules about phonics and syllabification and knowledge of common prefixes, suffixes, and roots;
❖BRE3.04L - use background knowledge and context clues to make inferences and predict outcomes.

Strand: Writing

Overall Expectations

BWRV.01L - write for a variety of purposes in a variety of simple forms, with teacher guidance;
BWRV.02L - use some elements of the writing process to plan writing;
BWRV.03L - write simple texts following the conventions of standard Canadian English.

Specific Expectations

❖BWR1.02L - participate in shared writing activities in small groups;
❖BWR1.05L - write in a variety of forms;
BWR2.01L - participate in structured prewriting activities;
❖BWR2.02L - compose a first draft of a specific form of writing, with teacher guidance;
❖BWR2.03L - edit a first draft of a specific form of writing, with teacher guidance;
❖BWR2.04L - use simple word-processing software to compose and edit pieces of writing, with teacher guidance;
❖BWR2.05L - use simple graphics software to format and embellish pieces of writing, with teacher guidance;
❖BWR3.01L - use some common spelling patterns and rules;
❖BWR3.03L - use some common verb forms;
❖BWR3.04L - use correct punctuation in simple sentences, with some consistency.

Strand: Social and Cultural Competence

Overall Expectations

BSCV.04L - respond with increasing confidence to a variety of teaching and learning situations.

Specific Expectations

BSC1.04L - contribute to teacher-led class discussions of important news events;
BSC2.01L - use school and community resources to support classroom learning;
BSC2.05L - participate in directed group work.
❖This symbol indicates an expectation which is assessed in the activity.

Planning Notes

- Students will be conferencing to present their portfolios as well as working in editorial groups to create a class newspaper.
- Create a schedule for the portfolio conferencing.
- Make an overhead of Appendix M: Rubric for Portfolio Assessment for use in Teaching/Learning Strategy 2 as well as copies to distribute in Teaching/Learning Strategy 3.
- During the conference have on hand some questions that will enable the students to demonstrate their learning from the newspaper unit. Questions such as: *What are the different sections in a newspaper? What would you expect to find in the Classified section? What is a caption? What does a journalist do? What are the WH questions that are usually answered in a newspaper article? What are some of the regions in Canada that we learned when we covered the travel section? Why do you think there is so much interest in the sports section of the newspaper?*
- Create clearly labelled folders for each newspaper section for use in Teaching/Learning Strategies 13 and 14.
- Computer skills are an essential part of functional literacy in today's society. Students develop their word processing skills and augment texts with simple graphics. Students synthesize their knowledge of the writing process and computer skills as well as integrate the vocabulary taught throughout the unit.
- Enlist the aid of senior students enrolled in the Desk Top Publishing class, Year Book club, or school newspaper for support.
- Book the computer lab.
- Make copies of Appendices L and N for use in Teaching/Learning Strategy 3.
- Students complete Appendices L and N before conferencing occurs.
- Make copies of Appendix O: Rubric for Assessing Group Contribution to Class Newspaper for final assessment.

Materials Needed

- copies of Appendices K, L, M, N, and O

Prior Knowledge Required

- is familiar with the sections of a newspaper
- is familiar with roles and responsibilities in a group task

Teaching/Learning Strategies

1. Inform the students that this is the culminating activity and that they will be conferencing with the teacher and creating a class newspaper.
2. Explain to the students that they will be presenting their portfolios in a teacher conference as part of their summative evaluation. Using an overhead of the Appendix M: Rubric for Portfolio Assessment, discuss the criteria for evaluation and the format of a teacher/student conference.

3. Distribute copies of Appendix L: Reflection on Portfolio, Appendix M: Rubric for Portfolio Assessment and Appendix N: Portfolio Checklist for the Newspaper Unit. Have students complete Appendix N first. Then do Appendix L. Instruct students to attach both appendices to the front of their portfolios so that they are available for reference during conferencing.
4. Inform students that they will need to choose a time in the conferencing schedule to present their portfolios.
5. Inform students that they will be working in groups to create different sections for a class newspaper.
6. Review with students the sections of a newspaper. Write them on chart paper.
7. Review names of newspapers they know. Create a name for the class paper.
8. Review jobs associated with the publication and delivery of a newspaper.
9. Discuss subscriptions and delivery routes. Have students give suggestions for distribution of the class newspaper.
10. Explain to the students the role and responsibilities of editorial staff. Inform them that as the teacher you will be the senior editor and therefore have the final say on what is acceptable for publication.
11. Distribute copies of Appendix K: Class Newspaper Criteria Checklist.
12. Assign each group a section of the newspaper. Each group will decide what to publish. They design the layout, edit, and print of their section.
13. Review/teach how to use the school's software in the computer lab to create their section. Students will need to be able to change fonts and sizes as well as centre items and create columns.
14. Each group is responsible for writing or typing their chosen article(s) into a column format.
15. Have students then review their portfolios to select one piece to submit for each section of the newspaper. Direct students' attention to the folders labelled for each of the newspaper sections. Instruct them to place class newspaper submissions in the appropriate folder.
16. After students are grouped, instruct them to use Appendix K: Class Newspaper Criteria Checklist when selecting and designing their sections. Inform them that Appendix K must be completed and submitted along with their section.
17. Each editorial group reviews the pieces submitted for their sections. The group discusses and selects which pieces to include in their final copy. The group members are responsible for producing a typed or neatly written copy to be added to the class newspaper.
18. Copy and compile all sections into the final classroom newspaper.
19. Distribute to staff and parents.

Assessment/Evaluation Techniques

- Rubric for Portfolio Assessment (Summative) BOR1.03L, BOR3.02L; BREV.02L; BWR1.05L, BWR2.03L, BWR3.01L, BWR3.03L, BWR3.04L
- Rubric for Assessing Group Contribution to Class Newspaper (Summative)BORV.03L, BOR3.03L; BWR2.03L, BWR2.04L, BWR2.05L, BWR3.01L, BWR3.03L, BWR3.04L; BSC2.05L

Accommodations

- Have mixed ability groups.
- Conference with students who need help selecting best pieces for submission.

Resources

O'Malley, J. and L.Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley, 1997.

Reading in North York Schools: A Curriculum Guideline for Teachers

Appendix A

Gone With the Wind and Water

Estrelle Bree, a 65 year old grandmother looks out the window of her new home in Pickering, Ontario while listening to the news. She never misses the weather report. It's a habit that saved her life years ago when the terrible hurricane hit her native country, Belize.

Days before the hurricane, there were radio reports about a tropical storm in the Caribbean region. According to the news, the storm was heading for Cuba and the Gulf of Mexico. But Belize, the small Central American country beside Mexico and Guatemala was not in danger. People were advised to keep listening to the weather reports. Estrelle did.

One morning it was announced that the storm had suddenly changed direction. A hurricane was heading straight for Belize!

The hurricane was expected to hit around midnight. People living on the coast were urged to go into government shelters or move further inland to higher ground.

Estrelle's husband had already left for work in Belize City and would not be back until late. So Estrelle discussed the weather report with her neighbour. Should they leave? What if the weather forecast was right? The neighbour did not believe the hurricane would pass through their little coastal village in Monkey River.

Estrelle packed a few pieces of clothes, took her three small children, and left for her mother-in-law's house in a town away from the coast.

A few days after the hurricane, she and her husband returned to Monkey River. They wanted to check on their house. Estrelle stared at an empty, muddy spot where they used to live. The house was gone. Every piece of furniture was gone.

There was nothing at all, nothing except one of her husband's ties flapping on a branch in the yard. Her neighbour was not there either. Many people lost their lives in the hurricane. Many were homeless. There was no electricity or clean water for months.

"I always listen to the weather report," says Estrelle. "It looks calm and sunny outside. But there is a wind chill warning for today."

Appendix B

Using WH Questions With Newspaper Stories

WHAT?
What happened?

WHERE?
Where did the story happen?

WHO?
Who is involved?

HEADLINE:

HOW?
How did the events happen?

WHEN?
When did the story happen?

WHY?
Why did the events happen the way they did?

Appendix C

Gone With the Wind and Water Quiz

1. Who is the story about?

2. Where and when does the hurricane take place?

3. How does Estrelle know to leave Monkey River?

4. Why does her neighbour NOT leave?

5. What happens to Estrelle's house?

Appendix D

A News Event Checklist

Criteria	**Yes**	**Needs Improvement**	**No**
Has an interesting headline			
Answers the WH and HOW questions			
Ideas are organized			
Uses correct spelling and punctuation			
Uses the past and present tenses appropriately			

Appendix E

Sample Ads from the Classifieds

WANTED
P/T sales help
$8hr - 5 days wk
Sandstone/Fairway
good customer service skills
cashier exp an asset
Ph 555-2288 or
Fax resume to Sandra Fields
555-3399

For Rent
Spacious 3 bdrm apt.
Sheppard/Neilson
$900 + utilities
Call 555-2234 wk days

Appendix F

Search and Match A Classified Ad Worksheet

Part One: Student Assignment

Find and cut out examples of the following types of ads from the classifieds.
Record the category in the classifieds under which the ad is found.
Explain why each ad is a good example of an ad for that category.

1. An apartment or house for rent for a family of 4.
2. A used car for sale.
3. A household item for sale for a newly married couple.
4. A part time restaurant job.
5. An office job requiring computer skills.
6. A babysitting job.
7. A cashier job in the vicinity of the school.
8. Your dream job.

Part Two: Rubric for Assessment

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Locates key information accurately	- limited accuracy in locating key information	- some accuracy in locating key information	- considerable accuracy in locating key information	- thorough accuracy in locating key information
Thinking/Inquiry				
Demonstrates an understanding of classified ad vocabulary	- limited understanding of vocabulary	- some understanding of vocabulary	- considerable understanding of vocabulary	- thorough understanding of vocabulary
Communication				
Explains appropriateness of ad selection	- limited explanation	- some explanation	- considerable explanation	- thorough explanation
Application				
Accurately uses correct capitalization and punctuation in simple sentences	- limited accuracy in use of capitalization and punctuation	- some accuracy in use of capitalization and punctuation	- considerable accuracy in use of capitalization and punctuation	- thorough accuracy in use of capitalization and punctuation

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix G

Weather Page Information Worksheet

Continent	**Country**	**Capital City**	**High Temp**	**Low Temp**	**Today's Weather**
Canada	**Province**	**Capital City**	**High Temp**	**Low Temp**	**Today's Weather**

Appendix H

Travel Advertisement

Part One: Student Checklist

Travel Brochure Checklist	**Yes**	**No**
Correctly identifies the region		
Includes a map		
Highlights five tourist attractions		
Has colourful design and pictures		
Is organized and neat in layout		
Uses correct spelling and capitalization		

Appendix H (Continued)

Part Two: Rubric for Assessing Travel Advertisement

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Knows the geographical location and main tourist attractions of the region	- limited knowledge of region and attractions	- some knowledge of region and attractions	- considerable knowledge of region and attractions	- thorough knowledge of region and attractions
Thinking/Inquiry				
Uses a variety of pictures	- limited variety of pictures	- some variety of pictures	- considerable variety of pictures	- thorough variety of pictures
Can match captions and pictures to convey meaning	- limited competency in matching captions and pictures	- some competency in matching captions and pictures	- considerable competency in matching captions and pictures	- thorough competency in matching captions and pictures
Communication				
Accurately copies names of places	- limited accuracy in copying	- some accuracy in copying	- considerable accuracy in copying	- thorough accuracy in copying
Accurately uses capitals and periods	- limited accuracy in use of capitals and periods	- some accuracy in use of capitals and periods	- considerable accuracy in use of capitals and periods	- thorough accuracy in use of capitals and periods
Application				
Uses school and community resources	- limited use of school and community resources	- some use of school and community resources	- considerable use of school and community resources	- thorough use of school and community resources
Carries out task to completion	- limited completion of task	- some completion of task	- considerable completion of task	- thorough completion of task

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix I

Travel Advertisement Presentation

Part One: Student Checklist

Travel Brochure Presentation	Yes	No
Group members share presentation responsibilities		
Describe five tourist attractions		
Give factual details about assigned region		
Use visual aids to enhance presentation		
Show enthusiasm		
Use appropriate body language for a presentation		
Uses appropriate level of language for a presentation		

Part Two: Rubric for Assessing Travel Advertisement Presentation

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Describes main tourist attractions	- limited description	- some description	- considerable description	- thorough description
Gives audience factual details about region	- gives limited factual details	- gives some factual details	- gives considerable factual details	- gives thorough factual details
Thinking/Inquiry				
Uses visual aids to enhance presentation	- limited use of visual aids	- some use of visual aids	- considerable use of visual aids	- thorough use of visual aids
Communication				
Uses appropriate vocabulary for presentation	- limited use of appropriate vocabulary for presentation	- some use of appropriate vocabulary presentation	- considerable use of appropriate vocabulary for presentation	- thorough use of appropriate vocabulary for presentation
Uses appropriate eye contact and body language	- limited use of appropriate eye contact and body language	- some use of appropriate eye contact and body language	- considerable use of appropriate eye contact and body language	- thorough use of appropriate eye contact and body language
Application				
Responds to questions from the audience	- limited ability to respond to audience	- some ability to respond to audience	- considerable ability to respond to audience	- thorough ability to respond to audience

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix J

Entertainment Review Worksheet

I am reviewing a movie _____ a CD ______ a television show______.

The name of the movie/CD/television show reviewed : ________________________________

The type of movie/CD/television show ____

Information about the movie/CD/television show

____

____

____

____

____

My opinion of the movie/CD/television show

____

____

____

____

Appendix K

Class Newspaper Criteria Checklist

Articles chosen for the ____________________ section.

Criteria	**Yes**	**No**
Is typed or neatly written		
Uses column format		
Headlines are attention getting		
Articles are appropriate to section		
Pictures are appropriate to section		
Captions are appropriate to pictures		
Layout shows good use of space		
Is edited for spelling, capitalization, and punctuation		

Group Members:

____

____

____

____

____

Appendix L

Reflection on Portfolio Selection

1. The piece of work I chose as the best is ______________________________

____

2. I chose this as my best piece because ______________________________

____

____

3. In my opinion, my portfolio represents work at the 1 2 3 4 Level of Achievement because _____
(circle one)

____

____

4. One thing I learned from keeping this portfolio is ______________________________

____

____

Appendix M

Rubric for Portfolio Assessment

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100)
Knowledge/Understanding				
Knows sections of the newspaper	- limited knowledge of newspaper sections	- some knowledge of newspaper sections	- considerable knowledge of newspaper sections	- thorough knowledge of newspaper sections
Knows vocabulary related to the newspaper	- limited knowledge of newspaper vocabulary	- some knowledge of newspaper vocabulary	- considerable knowledge of newspaper vocabulary	- thorough knowledge of newspaper vocabulary
Thinking/Inquiry				
Writing demonstrates use of WH format to organize an article	- limited use of WH format	- some use of WH format	- considerable use of WH format	- thorough use of WH format
Is able to select and reflect on best piece in portfolio	- limited ability to select and reflect on portfolio pieces	- some ability to select and reflect on portfolio pieces	- considerable ability to select and reflect on portfolio pieces	- thorough ability to select and reflect on portfolio pieces
Is able to create and analyse a simple media work	- limited ability to create and analyse a simple media work	- some ability to create and analyse a simple media work	- considerable ability to create and analyse a simple media work	- thorough ability to create and analyse a simple media work
Communication				
Is able to discuss portfolio content using English in socially and culturally appropriate ways	- limited ability to discuss portfolio content	- some ability to discuss portfolio content	- considerable ability to discuss portfolio content	- thorough ability to discuss portfolio content
Shows elements of writing process	- limited use of the writing process	- some use of the writing process	- considerable use of the writing process	- thorough use of the writing process
Uses writing conventions of language (periods, capitals, spelling, present and past tenses, complete sentences)	- limited use of writing conventions	- some use of writing conventions	- considerable use of writing conventions	- thorough use of writing conventions

Application				
Is able to create and respond to a newspaper ad	- limited ability to create and respond to a newspaper ad	- some ability to create and respond to a newspaper ad	- considerable ability to create and respond to a newspaper ad	- thorough ability to create and respond to a newspaper ad
Demonstrates neatness and organization of portfolio	- limited neatness and organization	- some neatness and organization	- considerable neatness and organization	- thorough neatness and organization
Completes all assignments for portfolio inclusion	- limited completion	- some completion	- considerable completion	- thorough completion

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix N

Portfolio Checklist for the Newspaper Unit

Look through your portfolio to find the assignments for each activity. Write in the title of the assignment in the blank space. Check box A if the assignment is completed. Check box B if you are submitting that assignment for the class newspaper. Check box C if it your best piece.

Activity 1: Check It Out A B C
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐

Activity 2: Extra! Extra! Read All About It!
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐

Activity 3: Seek and Find
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐

Activity 4: Travel and Weather
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐

Activity 5: Sports
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐

Activity 6: Lifestyle
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐

Activity 7: Hot Off the Press: Creating a Class Newspaper
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐
Title of Assignment ____________________ ☐ ☐ ☐

Appendix O

Rubric for Assessing Group Contribution to Class Newspaper

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge and Understanding				
Understands content of specific newspaper sections	- limited understanding	- some understanding	- considerable understanding	- thorough understanding
Thinking and Inquiry				
Is able to select appropriate pieces for publication	- limited ability	- some ability	- considerable ability	- thorough ability
Uses design and layout skills to enhance final product	- limited enhancement of final product	- some enhancement of final product	- considerable enhancement of final product	- thorough enhancement of final product
Communication				
Uses writing conventions (periods, capitals, spelling, present and past tenses, complete sentences)	- limited use	- some use	- considerable use	- thorough use
Uses appropriate language to facilitate group discussion	- limited use of appropriate language	- some use of appropriate language	- considerable use of appropriate language	- thorough use of appropriate language
Application				
Demonstrates competence using literacy skills in a new context	- demonstrates limited competence	- demonstrates some competence	- demonstrates considerable competence	- demonstrates thorough competence

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.